SAMPLE DAILY LESSON PLAN
Interpretation

GOAL

Given a poem the student will identify correctly the rhythm of the poem.

VOCABULARY

poem
rhythm
syllable
stressed
unstressed

OBJECTIVES

1. Students will listen to a record of current music containing a distinctive beat or rhythm and will identify the beat by clapping their hands.

2. Given the information that poetry is rhythmic language the students will listen to two recitations of the poem by Dudley Randall entitled "Booker T. and W.E.B." on tape or done aloud by the teacher. Students will identify the rhythm by clapping hands to stressed syllables during the second recitation.

3. Given the attached activity sheet students will fill in the missing words according to directions and will mark the stressed and unstressed syllables. At the end of each line the students will indicate the number of stressed syllables in the line.

TEACHER ACTIVITIES

1. Introduce vocabulary.

2. Supply background information for the poem.

3. Supply music, activity sheets and tape or recitation of poem.

STUDENT ACTIVITIES

1. Listen and respond to oral parts of lesson.
2. Complete activity sheet.

EVALUATION

1. Teacher observation
2. Letter grade on activity sheets

STUDENT ACTIVITY SHEET

INTERPRETATION

OBJECTIVE

Given the information that poetry is rhythmic language, the students will listen to two recitations of the poem by Dudley Randall entitled "Booker T. and W.E.B." on tape or done aloud by the teacher. Students will identify the rhythm by clapping hands to stressed syllables during the second recitation.

DIRECTIONS

Fill in the blanks with the following words. Then mark the stressed (/) and unstressed (∪) syllables in each line of the poem and write the number of stressed syllables at the end of the line.

Greek	land	Miss
hand	chemistry	nose
brain	cook	book
others	seek	cotton
Mister		

BOOKER T. AND W.E.B.

"It seems to me," said Booker T.
"It shows a mighty lot of cheek
To study chemistry and_____
When_____Charlie needs a_____
To hoe the _____on his _____
And when Miss Ann looks for a_____
Why stick your _____inside a _____?"
"I don't agree," said W.E.B.
"If I should have the drive to_____
Knowledge of _____or_____
I'll do it. Charles and _____can look
Another place for_____or_____.
Some men rejoice in skill of_____
And some in cultivating_____
But there are _____who maintain
The right to cultivate the _____."

APPENDIX

- The Lesson Plan
- Seven Thought Processes and Their Identifiable Terms
- Pre- and Post-Test
- Library Media Center-Orientation
- Using the Card Catalog
- Books - Parts and Titles
- Understanding the Dewey Decimal System of Classification
- Use of the Encyclopedia
- Use of Encyclopedias
- Use of Reference Tools
- Using Magazines and Newspapers
- Using the Readers' Guide to Periodical Literature
- Research and Reporting
- Use of Audiovisual Materials and Equipment
- Sample Forms
- Audiovisual Materials
- Pre- and Post-Test Key

THE LESSON PLAN

Importance of Lesson Planning

The quality of the learning experiences of children is directly related to the quality of the lesson planning by the teacher. Good planning provides for continuity of the learning experience even in the absence of the regular teacher. Children respond maximally to carefully structured learning experiences, thus, quality planning is one of the most effective means for maintaing classroom control. Planning is essential for every area of instruction and basic planning techniques are similar for each discipline.

Types of Planning

For effective instruction, teachers need to prepare, each as a separate entity, a yearly plan, a unit plan and a daily plan. In the yearly plan it is essential that goals are stated, time schedules are specified and followed, and necessary supplementary instructional materials are indicated. In most subject matter areas, teachers will find it helpful to include the following items in their unit and daily planning:

1. Objectives to be achieved (aims give direction for what the teacher plans).
2. Skills to be developed.
3. Materials to be used.
4. Motivation to be employed (creating interest in the current lesson).
5. Procedures to be followed in the development of the lesson: (a) concept and skill development, (b) effective use of materials, (c) summary of the lesson near the close of the period, and (d) an assignment for the next meeting of the class.
6. Evaluation of the lesson to be made by the teacher and pupils.

SAMPLE LESSON PLAN FORM

DATE _____

_____
Lesson

CLASS _____

Goal _____

Objectives _____

Materials To
Be Used _____

Content: Activities,
Techniques _____

Evaluation
Procedure _____

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Objectives are written to expedite and direct learning. Well written objectives improve a student's chance of mastering a process or concept necessary to the acquisition of a specific skill. The important element in writing objectives is to use terms that are capable of being observed and evaluated.

The following chart lists the seven levels of thinking, in order of difficulty, along with those terms that can be used to describe the appropriate identifiable behavior of each.

COGNITIVE DOMAIN

REMEMBERING	TRANSLATING	INTERPRETING	APPLICATION	ANALYZING	SYNTHESIZING	EVALUATION
Recognition	Changing the form	Discovering Relationship	Using Knowledge	Taking Apart	Putting Together	Judging
Write	Transform	Explain	Canvass	Compare	Create	Decide
List	Render	Define	Solicit	Distinguish	Make	Resolve
Enumerate	Decode	Construe	Employ	Determine	Form	Form an Opinion
Relate	Decipher	Render		Identify	Devise	Settle
Recall	Transfer	Spell Out		Analyze	Conceive	Discriminate
Recollect	Remove	Elucidate		Select	Propagate	Determine
Retrace	Change	Illustrate		Match	Invert	Discern
Recite	Interpret	Disentangle		Classify	Originate	Ascertain
	Construct	Unravel		Compare	Bring into Being	Investigate
	Transmute	Make Out			Establish	Write a Review
		Account For				
		Clear Up				
		Exemplify				
		Decipher				
		Expound				
		Solve				

Note: Some words may be listed under more than one Thought Process, depending upon how they are used in a particular sentence.

SEVEN THOUGHT PROCESSES AND THEIR IDENTIFIABLE TERMS

Lewis, James, Jr., Administering the Individualized Instruction Program (West Nyack, New York: Parker Publishing Company, Inc., 1971), p. 76.

PRE-AND-POST TEST

LIBRARY MEDIA CENTER SKILLS

Students enter the middle school with varying degrees of competence in library media center skills. In order to determine on what level students are functioning, the library media specialist should test them. This enables him/her to develop a program suitable to the needs of the students.

The following is a sample pre-and-post test.

PRE-AND-POST TEST

A. To the left of the question check each item that one might expect to find in a school library media center.

_____ 1. Card Catalog

_____ 2. Kiln

_____ 3. Circulation Desk

_____ 4. Library Media Specialist

_____ 5. Encyclopedias and Dictionaries

_____ 6. Microscopes

_____ 7. Recorders

_____ 8. Filmstrips

_____ 9. Radios

_____ 10. Carrels

B. Complete the following statements by placing the correct word/words in the blanks.

11. Books of information (factual) are called _____.

12. Books that are imaginary (not true) are called_____.

13. A book about a person's life is called a _____.

14. An_____is a book written by a person about his/her own life.

15. _____books are meant to be referred to, not read all the way through.

16. The_____tells one where to find a book in the library media center.

17. The system for organizing books on the shelves is the _____ _____ system.

18. _____ books are arranged on the shelves in alphabetical order by the author's last name.

19. _____books are arranged on the shelves in numerical order.

20. _____are arranged on the shelves in alphabetical order by the subject's last name.

21. Books on the same_____are placed together on the shelves.

22. The three types of cards that may be found in the card catalog are (1)_____(2)_____(3)_____.

23. Cards are arranged in the card catalog in_____ order.

24. The Readers' Guide is an_____ to articles found in periodicals.

25. The Readers' Guide is arranged _____by author, subject and sometimes title.

26. The Readers' Guide contains_____information on subjects.

C. Using the card catalog complete the following activities.

27. Select the titles of three books that you may wish to read and place them in the blanks below.

Title 1._____

_____

Title 2._____

_____

Title 3._____

_____

28. The publishers of the three titles I selected are

Title 1._____

Title 2._____

Title 3._____

29. The call number for each of the selected titles is

Title 1._____

Title 2._____

Title 3._____

30. Select an author whose titles appeal to you and complete the following sentences.

a. The author I have selected is_____

_____

b. His/her name is found between Guide Cards _____

and_____.

c. The guide letters on the drawer in which I found his/her name are_____and_____.

31. Select one card from the card catalog and write the following information:

a. Author_____

b. Title_____

c. Call Number_____

d. Publisher_____

e. Copyright Date_____

f. Information that appeared on the first line of the card

_____

g. Type of card used_____

D. Arrange the following words in alphabetical order by placing the word from column B in the correct blank opposite column A. (The first one has been done for you).

COLUMN A		COLUMN B
Author	32.	A. Subscription
_____	33.	B. Entry
_____	34.	C. Author
_____	35.	D. Citation
_____	36.	E. Outline
_____	37.	F. Research
_____	38.	G. Résumé
_____	39.	H. Format
_____	40.	I. MOIS
_____	41.	J. Goals
_____	42.	K. See
_____	43.	L. See also
_____	44.	M. Legends
_____	45.	N. Quotation
_____	46.	O. Transparencies
_____	47.	P. Realia

E. Books are made up of parts that serve specific functions. Identify the function of the following parts by placing the letters from column B in the correct blank opposite column A. (The first one has been done for you).

COLUMN A		COLUMN B
H 48.	Glossary	A. List of chapters or sections in a book
_____ 49.	Index	B. Year the book was published
_____ 50.	Bibliography	C. Main portion of the book
_____ 51.	Appendix	D. Page on which the author's name and name of the book may be found
_____ 52.	Title Page	E. An alphabetical list of topics included in the book
_____ 53.	Copyright Date	F. A list of additional books on the subject
_____ 54.	Preface	G. Introduction to a book
_____ 55.	Body	H. Definition of words used in the book
_____ 56.	Table of Contents	I. Drawings (pictures) in a book
		J. Additional material, usually found at the end of a book

F. Arrange the following numbers in the order that they would appear on the shelves by placing the number from column B in the correct blank opposite column A. (The first one has been done for you).

COLUMN A		COLUMN B
326	57.	A. 808.8
_____	58.	B. 398.2
_____	59.	C. 917.8
_____	60.	D. 919.4
_____	61.	E. 636
_____	62.	F. 808
_____	63.	G. 636.1
_____	64.	H. 917.42
_____	65.	I. 881
_____	66.	J. 921
_____	67.	K. 326
_____	68.	L. 394
_____	69.	M. 423
_____	70.	N. 520
_____	71.	O. 745.5

G. Complete the following statements by placing the correct word/words in the blank.

72. The _____ printed at the top of each page of a dictionary tell you the first and last words on the page.

73. One may use a dictionary to find word

a. _____

b. _____

c. _____

74. The _____ word is the word that is explained or defined.

75. Many words have more than one meaning. Decide the meaning of the underlined word in each of the following sentences. Circle the phrase which matches the meaning of the underlined word. (The first one has been done for you).

a. The telephone wire was the bluejay's favorite perch.

1. a fresh-water fish used as food

2. (something on which birds can rest)

b. I need help to mount the horse.

1. to get up onto

2. to put or fix in a setting or to display on a wall

c. I like jam better than jelly.

1. a spread made by boiling fruit and sugar to a thick consistency

2. to press into a tight position

d. It was Ron's turn at bat.

1. stout solid stick

2. a turn at hitting

e. Father asked for the check.

1. to make sure of the correctness

2. a slip indicating the amount due

76. Look up the following words in a dictionary and write their functional labels (parts of speech) on the line opposite the word. (The first one has been done for you).

a. harvest n., v.

b. organize _____

c. where _____

d. ahoy _____

e. through _____

f. taste _____

g. rapidly _____

h. vicinity _____

i. special _____

j. she _____

H. Using one set of encyclopedias, look up the following topics and indicate in the blank to the left the guide letters that appear on the volume that you used for each topic. Please write the title of the encyclopedias used. _____

_____

GUIDE LETTERS	TOPICS
_____	77. Burma
_____	78. Michigan
_____	79. Walt Disney
_____	80. Peru
_____	81. Ronald Reagan
_____	82. Animal husbandry
_____	83. Education
_____	84. Libraries
_____	85. Zeus
_____	86. Democracy

I. Various reference books are used to locate specific information. Identify the reference book that you would use by placing the letters from column B in the correct blank opposite column A. (The first one has been done for you).

COLUMN A	COLUMN B
E 87. Biographical Dictionary	A. What team won the 1980 World Series?
_____ 88. Index to Poetry	B. How many words have the same meaning as false?
_____ 89. Familiar Quotations	C. The name of a book that has the poem Trees in it.
_____ 90. Thesaurus	D. What is the current population of Scotland?
_____ 91. Atlas	E. When was Abraham Lincoln born?
_____ 92. World Almanac	F. Who said "I regret that I have but one life to give for my country"?

J. 93. List three general magazines to which this library media center subscribes. (Answers will vary).

a. _____

b. _____

c. _____

94. List two magazines in the library media center that you could use for a science assignment. (Answers will vary).

a. _____

b. _____

95. List two newspapers in your library media center that you would consult for news about Detroit. (Answers will vary).

a. _____

b. _____

K. Circle the word that correctly answers the following questions. (The first one has been done for you).

96. What type of equipment would you use for a cassette tape?

a. Radio

b. (Recorder)

c. Microfiche Reader

d. 16mm Film Projector

97. What type of equipment would you use for a filmstrip?

a. Radio

b. Recorder

c. Filmstrip Projector

d. Microfilm Reader

98. What type of equipment would you use for a film?

a. Radio

b. Cassette Player

c. 16mm Film Projector

d. Television

99. What type of equipment would you use for a slide presentation?

a. Filmstrip Projector

b. Cassette Player

c. Sound Slide Projector

d. Microphone

100. What part of a film/filmstrip projector or camera should never be touched by your hands?

a. Electrical cord

b. Lens

c. "Start" button on the machine

d. Speakers

STUDENT ACTIVITY SHEET

LIBRARY MEDIA CENTER - ORIENTATION

FLOOR PLAN

To familiarize yourself with the library media center, draw a floor plan of the center. The plan should include, clearly labeled, the following.

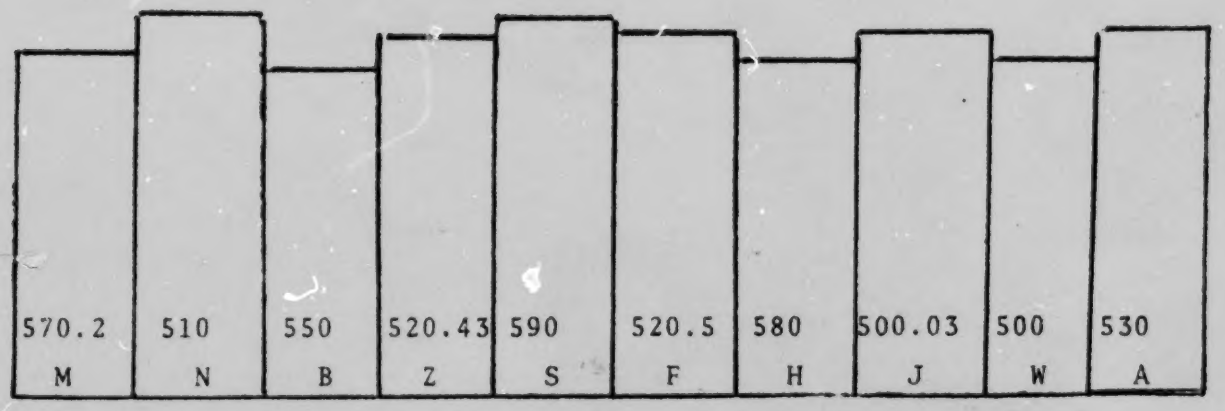
Location of books by subject
Card catalog
Globe
Magazine Rack
Career File
Vertical File
Atlases
Circulation Desk
Unabridged Dictionaries
Conference Rooms
Study carrels
Audiovisual Materials
Biography
Fiction
Encyclopedias
Reference

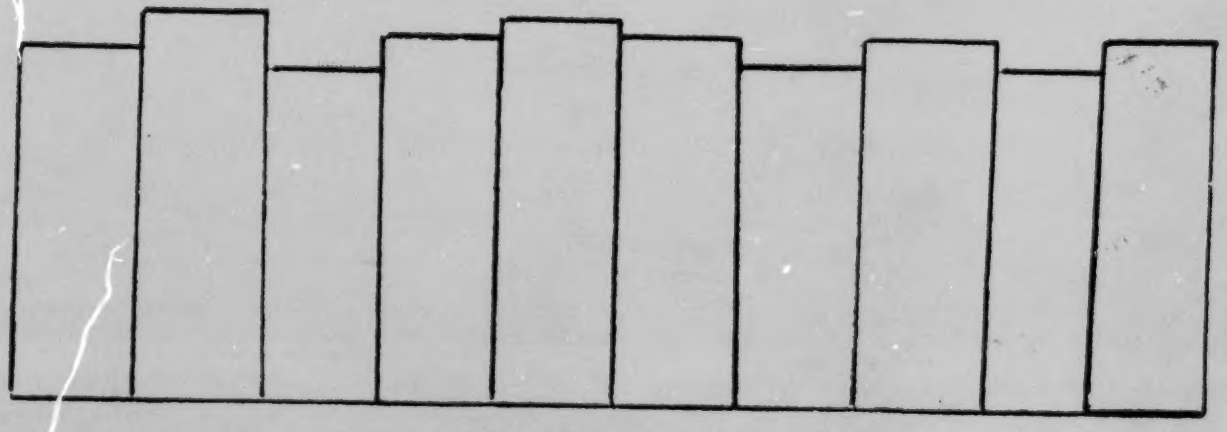
STUDENT ACTIVITY SHEET

ORIENTATION

Nonfiction books have numbers on the spine.

The books on the science shelf below are shelved incorrectly. Arrange them in the proper order.





STUDENT ACTIVITY SHEET
REINFORCEMENT EXERCISE

ALPHABETIZING

EXERCISE I

Below are nine groups of words. Put each group of words in alphabetical order by numbering 1 through 4 on the line at the right. The first one has been done as an example.

1.	brave	4	2.	dunes	_____	3.	growth	_____
	bank	1		detour	_____		garage	_____
	blank	3		danger	_____		glitter	_____
	birds	2		dollar	_____		gifts	_____
4.	house	_____	5.	ledge	_____	6.	market	_____
	high	_____		light	_____		marble	_____
	handy	_____		length	_____		money	_____
	horse	_____		large	_____		motion	_____
7.	power	_____	8.	strain	_____	9.	weak	_____
	porch	_____		strong	_____		weird	_____
	police	_____		stripe	_____		weekly	_____
	poem	_____		street	_____		wear	_____

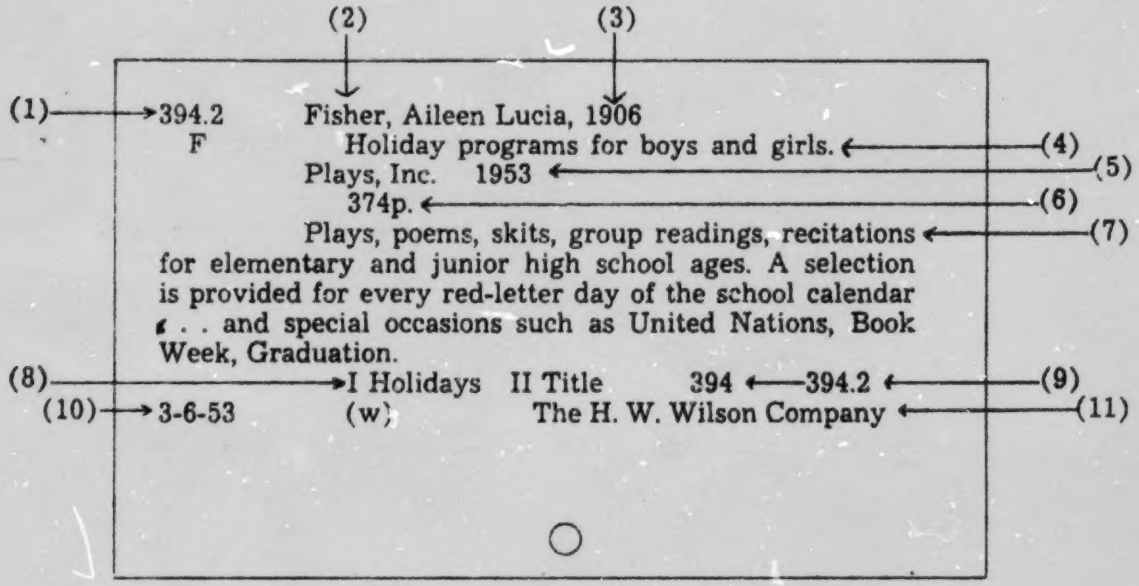
EXERCISE II

Put the following 12 words in alphabetical order by writing each word in its proper order on the numbered lines below. The first one has been done as an example.

yard	burro
judge	wizard
love	idle
plaza	title
dome	nephew

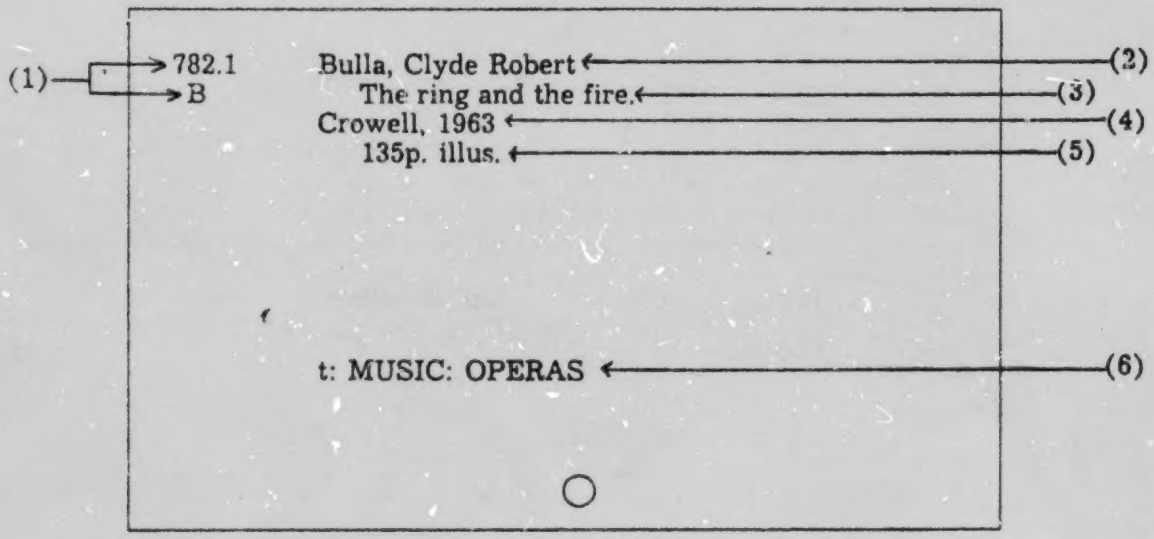
1. _____ burro _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

A COMMERCIALLY PRINTED CARD



1. Call number
2. Author's name
3. Author's dates
4. Complete title
5. Imprint
6. Collation
7. Contents
8. Tracing
9. Suggested call numbers
10. Date card was printed
11. Publisher of the card

A NONCOMMERCIALLY PRINTED CARD



1. Call number
2. Author's name
3. Complete title
4. Imprint
5. Collation
6. Tracing

This type of card contains much less information than the commercially printed cards and is usually adopted as a money-saving measure for the library.

1. **Call number:** The call number here is a Dewey Decimal number without the Cutter number.

2. **The author's name,** without dates.

3. **Complete title.**

4. **Imprint:** Abbreviated—only publisher and copyright date.

5. **Collation:** description of the book.

6. **Tracings:** No Roman and Arabic numerals to indicate added entries. The "t" stands for "title card." The subject cards are indicated in capital letters.

STUDENT ACTIVITY SHEET

BOOKS - PARTS AND TYPES

OBJECTIVE

Given three textbooks, students will be able to locate and recall all of the parts of a title page, in addition to the preface, appendix, glossary, index, bibliography and table of contents.

Books have many different parts to make them easy to read and use. Look at a textbook and see if you can find these parts.

1. The Title Page is the first page in the book. It tells the title, author, illustrator and publisher.

2. The Preface is an introduction to the book written by the author. It usually follows the title page.

3. The Table of Contents is a list of chapters or topics with the page numbers on which they are found.

4. The Text is all the information written by the author. It is the main part of the book.

5. The Glossary is an alphabetical list of definitions and pronunciations of special or unusual words. It follows the text.

6. The Appendix is extra information near the end of the book, such as a bibliography. A Bibliography is a list of other books to read.

7. The Index is an alphabetical list of topics showing the pages on which each topic is found. It is usually at the very end of the book.

I. Examine your Mathematics, English and Social Studies books. Fill in the blanks below.

Textbook A - Mathematics Book

TITLE_____ COPYRIGHT DATE_____

AUTHOR_____

PUBLISHER_____ ILLUSTRATOR_____

Textbook B - English Book

TITLE_____ COPYRIGHT DATE_____

AUTHOR_____

PUBLISHER_____ ILLUSTRATOR_____

Textbook C

Examine your Social Studies book and answer the following questions.

1. Does this book have a glossary?_____

2. What does a glossary tell you?_____

_____

3. How many chapters are in this book?_____Where did you find the answer?_____

4. Where would you look to find out if this book has information on the Aztecs?_____Does this book have an appendix?_____On what page does it begin?_____ What kind of information does it contain?_____

_____

II. Which textbook has the following: (Circle the correct answer.)

PREFACE	A	B	C	Neither	GLOSSARY	A	B	C	Neither
TABLE OF CONTENTS	A	B	C	Neither	APPENDIX	A	B	C	Neither
TITLE PAGE	A	B	C	Neither	INDEX	A	B	C	Neither

III. Answer these questions:

1. How many pages of text are in Textbook A?_____ Textbook B?_____Textbook C?_____

2. Where did you find the copyright date in Textbook A?_____ Textbook B?_____Textbook C?_____

3. What symbol shows copyright?_____

4. What is a bibliography?_____

5. Is there a bibliography in Textbook A?_____ Textbook B?_____Textbook C?_____

DEWEY DECIMAL CLASSIFICATION

The 10 Classes: First Summary

000-099 Generalities (Encyclopedias)
100-199 Philosophy and related disciplines
200-299 Religion (Mythology)
300-399 The social sciences (Education, Government, Commerce)
400-499 Language (Dictionaries, Readers, Grammars)
500-599 Pure sciences (Nature Study, Animals, Physics, Chemistry, Astronomy, Mathematics)
600-699 Technology (Applied sciences—Useful Arts, Cooking, Sewing, Handicraft, Engineering)
700-799 The arts (Music, Painting, Recreation)
800-899 Literature and rhetoric (Poems, plays, essays)
900-999 General geography and history (Travel, biography)

DEWEY DECIMAL CLASSIFICATION

Second Summary
The 100 Divisions

000 GENERALITIES
010 Bibliographies and catalogs
020 Library science
030 General encyclopedic works
040
050 General periodicals
060 General organizations
070 Newspapers and journalism
080 General collections
090 Manuscripts and book rarities
100 PHILOSOPHY AND RELATED DISCIPLINES
110 Ontology and methodology
120 Knowledge, cause, purpose, man
130 Pseudo- and parapsychology
140 Specific philosophic viewpoints
150 Psychology
160 Logic
170 Ethics (Moral philosophy)
180 Ancient, medieval, Oriental philosophies
190 Modern Western philosophy
200 RELIGION
210 Natural religion
220 Bible
230 Christian doctrinal theology
240 Christianity, moral and devotional theology
250 Christianity, pastoral, parochial, etc.
260 Christianity, social and ecclesiastical theology
270 History and geography of the Christian church
280 Christian denominations and sects
290 Other religions and comparative religion

300 THE SOCIAL SCIENCES
310 Statistical method and statistics
320 Political science
330 Economics
340 Law
350 Public administration
360 Welfare and association
370 Education
380 Commerce
390 Customs and folklore
400 LANGUAGE
410 Linguistics and nonverbal language
420 English and Anglo-Saxon
430 Germanic Languages
440 French, Provençal, Catalan
450 Italian, Romanian, etc.
460 Spanish and Portuguese
470 Italic languages
480 Classical and Greek
490 Other languages
500 PURE SCIENCES
510 Mathematics
520 Astronomy and allied sciences
530 Physics
540 Chemistry and allied sciences
550 Earth sciences
560 Paleontology
570 Antropology and biological sciences
580 Botanical sciences
590 Zoological sciences
600 TECHNOLOGY (APPLIED SCIENCE)
610 Medical sciences
620 Engineering and allied operations
630 Agriculture and agricultural industries
640 Domestic arts and sciences
650 Business and related enterprises
660 Chemical technology, etc.
670 Manufactures processible
680 Assembled and final products
690 Buildings
700 THE ARTS
710 Civic and landscape art
720 Architecture
730 Sculpture and the plastic arts
740 Drawing and decorative arts
750 Painting and paintings
760 Graphic arts
770 Photography and photographs
780 Music
790 Recreation (Recreational arts)
800 LITERATURE AND RHETORIC
810 American literature in English
820 English and Anglo-Saxon literature
830 Germanic languages literature
840 French, Provençal, Catalan literature
850 Italian, Romanian, etc. literature
860 Spanish and Portuguese literature
870 Italic languages and literature
880 Classical and Greek literature
890 Literatures of other languages
900 GENERAL GEOGRAPHY AND HISTORY, ETC.
910 General geography
920 General biography, genealogy, etc.
930 General history of the ancient world
940 General history of modern Europe
950 General history of modern Asia
960 General history of modern Africa
970 General history of North America
980 General history of South America
990 General history of the rest of the world

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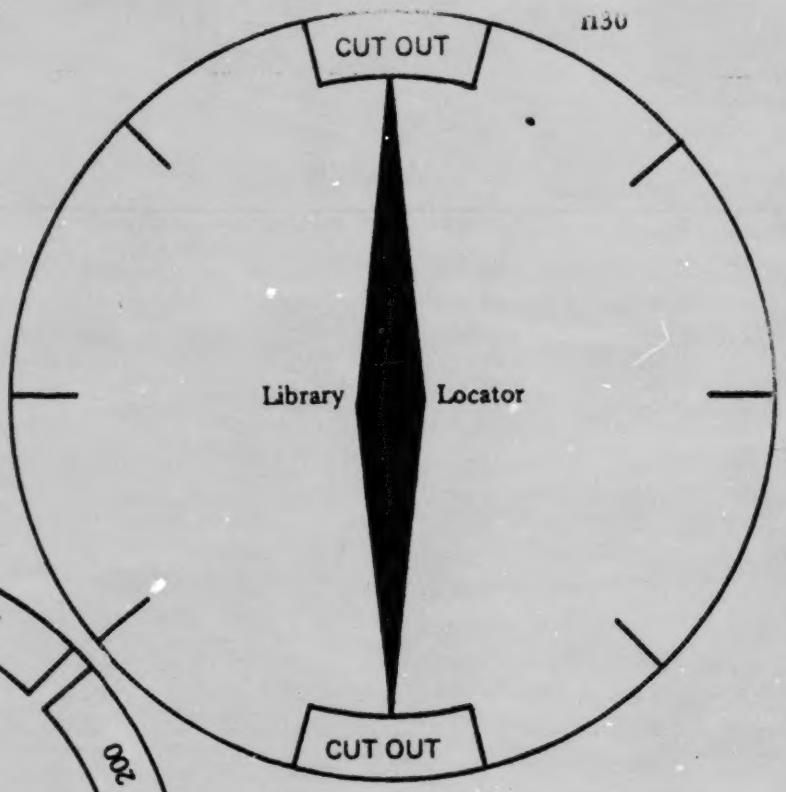
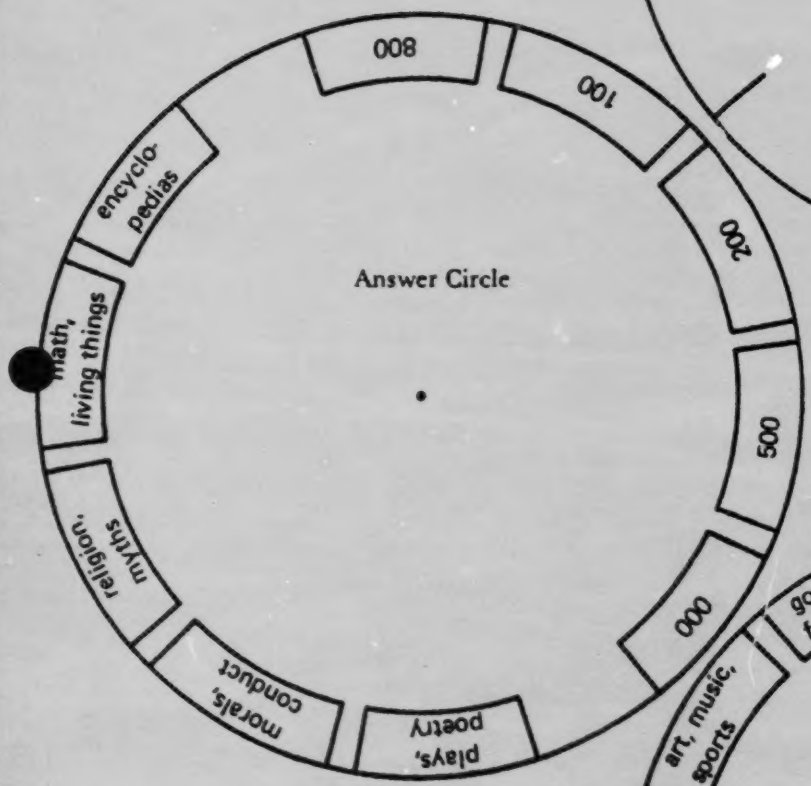
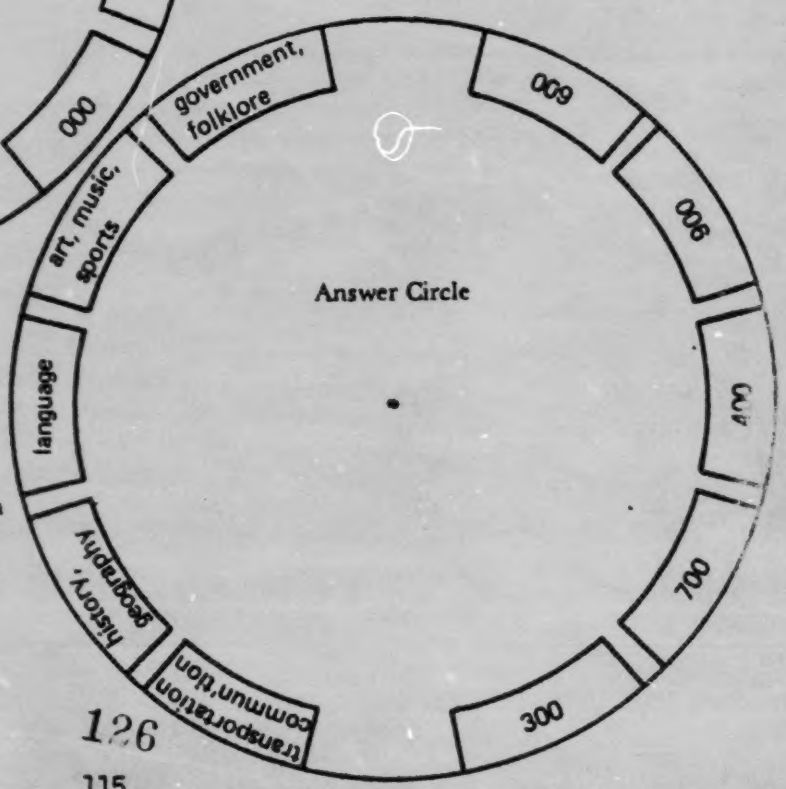
Lost in the Library

To make your locator:

1. Cut out all 3 circles.
2. Attach the locator circle to one answer circle with a paper fastener.







To use your locator:

1. Dial the locator to something you want to find.
2. Read its Dewey number from the opening at the bottom.

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STUDENT ACTIVITY SHEET

USE OF THE ENCYCLOPEDIA

OBJECTIVE

Given a subject, students will be able to select the volume containing that subject from the information given on the spine of the book.

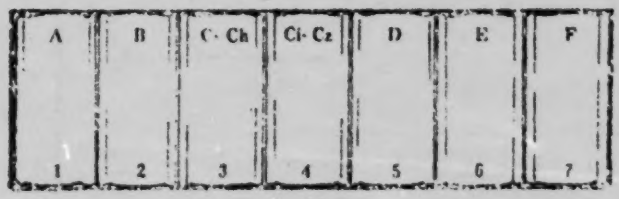
READ THE INFORMATION BELOW AND COMPLETE THE FOLLOWING ACTIVITY.

In the unit-letter arrangement all articles that begin with the letter "A" are found in the A volume.

Articles beginning with the letter "B" are found in the B volume, and so forth. Sometimes there will be two letters contained in one volume. If there are too many articles that begin with one letter, that letter may be divided between two volumes.

The split-letter system uses words instead of letters to identify the contents of each volume. The words tell the first and last articles to appear in each volume. For example, the first volume may contain all articles from A to Beam. The second volume might be marked Bean to Cork and so on. This system is used when the editors wish to have all the volumes the same thickness.

IN EACH OF THE FOLLOWING BLANKS, WRITE THE NUMBER OF THE VOLUME THAT WILL CONTAIN INFORMATION ABOUT THE SUBJECT.



UNIT-LETTER ARRANGEMENT

SPLIT-LETTER ARRANGEMENT

1.	beast	_____	1.	cornea	_____
2.	fog	_____	2.	justice	_____
3.	China	_____	3.	Asia	_____
4.	elephants	_____	4.	England	_____
5.	Colorado	_____	5.	Georgia	_____
6.	advertising	_____	6.	diamonds	_____
7.	dogs	_____	7.	Columbus	_____
8.	cent	_____	8.	Iceland	_____
9.	energy	_____	9.	harp	_____
10.	citizen	_____	10.	kite	_____

STUDENT ACTIVITY SHEET
REINFORCEMENT EXERCISE

USE OF THE ENCYCLOPEDIA

OBJECTIVE

Students will be able to compare the formats of two encyclopedias with 100% accuracy.

ENCYCLOPEDIA CHECK LIST

DIRECTIONS

USE ENCYCLOPEDIA A TO ANSWER THE FOLLOWING QUESTIONS:

ENCYCLOPEDIA A

Encyclopedia Title_____

Publisher_____

Year of Publication_____

Does the encyclopedia have more than one volume?

Yes ( ) No ( )

If there is more than one volume, is there one index for all of the volumes? Yes ( ) No ( )

Are additional references suggested?_____

Are there pictures, maps, diagrams or other illustrations?_____

Are pronounciations given for difficult words?____

Is the author's name given at the end of a long article?_____

USE ENCYCLOPEDIA B TO ANSWER THE FOLLOWING QUESTIONS:

ENCYCLOPEDIA B

Encyclopedia Title_____

Publisher_____

Year of Publication_____

Does the encyclopedia have more than one volume?

Yes ( ) No ( )

If there is more than one volume, is there one index for all of the volumes? Yes ( ) No ( )

Are additional references suggested?_____

Are there pictures, maps, diagrams or other illustrations?_____

Are pronounciations given for difficult words?____

Is the author's name given at the end of a long article?_____

STUDENT ACTIVITY SHEET

SKILL: USE OF ENCYCLOPEDIAS

OBJECTIVE

Student will be able to use key words to locate an article with 90% accuracy.

DIRECTIONS:

Read the information below and follow the directions for Part A and B.

When you use a dictionary or an encyclopedia to look up the meaning of a word, you do not search through the whole book to find it. You are guided by the words printed in bold type at the top of each page. These are called guide words. Their purpose is to help you locate quickly the word you are seeking. Most encyclopedias use guide words, too. At the top of a left-hand page, the guide word or words may be the first topic to appear in the first column of that page. However, it may be the title of the article that is continued from the preceding page if that article takes up the whole first column. The guide word on the top of the right-hand page is the title of the last topic on that page.

A key word is the main word in a question that names the subject you want to look up in an encyclopedia. For example, in the question "Why do giraffes have long necks?" the key word is giraffe because it is the most important word in the question. The key word will usually be the title of the encyclopedia article you need to look up.

Underline the key words in each of the following questions:

1. What is the largest ocean in the world?
2. Who invented the cotton gin?
3. Why are some birds brightly colored?
4. When was the Declaration of Independence signed?
5. Where is Africa located?
6. How many stars can we see with the naked eye?
7. Who was the first person to fly an airplane?
8. Where is New Orleans?
9. When was the first newspaper printed?
10. What did Neil Armstrong do?

STUDENT ACTIVITY SHEET

USE OF REFERENCE TOOLS

OBJECTIVE	Given a list of general reference tools, the student will be able to determine the reference tool most appropriate for a specific purpose.

Directions. In which of the reference books listed below would you first look to locate the following kinds of information?

On the line provided place the letter symbol for the reference book you would use.

A. Almanac
B. Atlas
C. Geographical dictionary
D. Biographical dictionary
E. Thesaurus
F. Familiar Quotations

_____ 1. Up-to-date sports records

_____ 2. Synonyms for the word "courageous"

_____ 3. The birth date of George Washington Carver

_____ 4. When did Abraham Lincoln make the speech that contains the following quote. "As I would not be a slave, so I would not be a master."

_____ 5. The number of miles between New York, New York and Philadephia, Pennsylvania

_____ 6. How many places are named Portland?

_____ 7. Acadamy Award winners of the previous year

_____ 8. Charts giving birth and death rates

_____ 9. Political boundaries of France

_____ 10. The profession of Charles Richard Drew

_____ 11. A similiar meaning for the word "understand"

_____ 12. The date Dearborn, Michigan was incorporated as a city

STUDENT ACTIVITY SHEET

USE OF REFERENCE TOOLS - THE ATLAS

OBJECTIVE	Given an atlas, the student will be able to identify its organization and format.

ATLASES

Many times you will need to use an atlas to locate countries, towns, or cities on a map. An atlas is a book of maps. Much time will be saved if you use an atlas rather than separate maps found in other places. The index in the atlas helps you to turn to your map quickly. The atlases are found on the reference shelf or, if they are too large, in special cases.

Select an atlas from the library media center and complete the following questionnaire while carefully examing the atlas:

AUTHOR

TITLE

PUBLISHER

PLACE OF PUBLICATION

COPYRIGHT DATE

What kind of maps does this atlas contain?

Does this atlas have an index? _____

Does each map have a legend? _____

Can you find Graphic Representation? _____

Can you find the Representative Fraction given on a map? _____

Is there a map in this atlas using picture symbols? _____

Is there a scale showing "Inches to the Mile"? _____

For what purposes might you use an atlas?

STUDENT ACTIVITY SHEET

USE OF REFERENCE TOOLS - THE GEOGRAPHICAL DICTIONARY

OBJECTIVE

Given a gazetter, the student will be able to locate information, without assistance.

Using Webster's Geographical Dictionary, answer these questions:

1. How many states does Mexico have?

   Which one is the largest?

   Monterrey is the capital of which state?

2. Show the pronounciation key for the place name Caribbean

   Then pronounce it both ways for your teacher

3. Use "Abbreviations and symbols used in the text, tables, and maps in this book" to indicate what these abbreviations and symbols mean:

   * _____ A.D. _____

   △ _____ pp _____

   lat _____ X _____

4. How long is the Nile River?

   On which continent will you find the Nile River?

   Is the Nile River or the Mississippi River longer?

5. In how many different states will you find a place name called Mt. Vernon?

   In which state will you find the Mt. Vernon which was George Washington's home?

6. How many places named Plymouth are listed?

7. Name the states in which you will find towns or cities named Plymouth

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

8. Which Plymouth was the first permanent white settlement in the United States?

9. In what part of England is Plymouth, England?

10. What two bodies of water are named Plymouth?

1. _____
2. _____

STUDENT ACTIVITY SHEET

USE OF REFERENCE TOOLS --THE BIOGRAPHICAL DICTIONARY

OBJECTIVE	Given a biographical dictionary, the student will be able to locate information about a person without assistance.

By using the sample page of Webster's Biographical Dictionary, answer the following questions about famous people.

1. When was Richard Aldington born?

2. What was Francis Alda's original name?

3. What nationality was Juan Aldama?

4. What was the profession of Sir Rutherford Alcock?

5. During what period in American history did Louisa May Alcott live?

6. What famous book(s) did Cecil Charles Windsor Aldin illustrate?

7. During what century did Alcmaeon live?

8. Check those items which can be located in Webster's Biographical Dictionary:

a. ___ living persons ___ dead persons

b. ___ men ___ women

c. ___ Americans ___ all nationalities

d. ___ authors ___ all lines of work

9. What are the guide words for this page?

_____ _____

10. What use could be made of a biographical dictionary in making a report?

after defeat at Notium (407); fled to Phrygia, where he was murdered.

Al·cid'a·mas (ăl·sĭd'ə·məs). fl. 4th century B.C. Greek rhetorician and sophist, b. Elaea, Asia Minor; pupil of Gorgias; instructor at Athens.

Al'ci·phron (ăl'sĭ·frŏn). fl. 2d or 3d century A.D. Greek rhetorician; author of fictitious letters in pure Attic dialect professedly written by common people in Athens, constituting character sketches and giving details of domestic life, manners, etc.

Alc·mae'on (ălk·mē'ŏn). fl. 6th century B.C. Greek physician and Pythagorean philosopher; said to be first to make anatomical dissections.

Alc'mae·on'i·dae (ălk'mē·ŏn'ĭ·dē). A powerful Athenian family, to which Alcibiades (*q.v.*) and Pericles (*q.v.*) belonged, leaders in politics of 6th and 5th centuries B.C.

Alc'man (ălk'mən). fl. 7th century B.C. Founder of Doric lyric poetry, b. a slave in Lydia but freed at Sparta. Composed choral songs, hymns, paeans, etc.

Al'cock (ôl'kŏk), John. 1430–1500. English prelate. Bishop successively of Rochester, Worcester, and Ely; twice lord chancellor; founded Jesus College, Cambridge (1496).

Alcock, Sir John William. 1892–1919. English aviator, b. in Manchester. Served as captain in World War; bombed Constantinople; captured by Turks (1917). Pilot of plane, with Arthur Whitten Brown as navigator, which made first nonstop transatlantic flight, Newfoundland to Ireland, 1960 miles in 16 hrs., 12 mins. (June 14, 1919). Knighted (1919). Killed in airplane accident.

Alcock, Sir Rutherford. 1809–1897. English diplomat. Practiced medicine (to 1844). Consul at Fuchow, China (1844); first consul general in Japan (1858–65); minister at Peking (1865–71). Author of *The Capital of the Tycoon* (2 vols., 1863), *Art and Art Industries in Japan* (1878).

Al'co·fo·ra'do (ăl'kō·fō·rä'thō), Marianna. 1640–1723. Portuguese Franciscan nun; author of five letters (pub. anonymously at Paris, 1669) to her deserting lover, Noël Bouton, afterwards Comte de Chamilly.

Alcofribas Nasier. Anagrammatic pseudonym of François RABELAIS.

Al'cott (ôl'kŏt), Amos Bronson. 1799–1888. American transcendentalist, teacher, and writer, b. near Wolcott, Conn. Itinerant peddler in Virginia and Carolinas (1818–23). Teacher in small towns of Connecticut (1823–27). Boston (1828–30), Germantown, Pa. (1831–33). Opened school in Boston (1834) which failed (1837–39). Established co-operative community, Fruitlands, near Harvard, Mass. (1844); abandoned (1845). Absorbed in transcendental philosophy, lectured at intervals (1853–59). Appointed superintendent of schools, Concord, Mass. (1859). Family poverty relieved by success of his daughter Louisa's *Little Women* (1868). Started Concord Summer School of Philosophy and Literature (1879) which continued until his death (1888). Author of *Observations on the Principles and Methods of Infant Instruction* (1830), *The Doctrine and Discipline of Human Culture* (1836), *Ralph Waldo Emerson* (1865).

Alcott, Louisa May. 1832–1888. Daughter of Amos Bronson Alcott. American author, b. Germantown, Pa. Nurse in Union hospital at Georgetown during Civil War. Her letters of this period, revised, were published (1863) under title *Hospital Sketches*. Editor, *Merry's Museum*, a magazine for children (1867). Achieved great success with first volume of *Little Women* (1868), followed by second volume (1869). Other works include *An Old Fashioned Girl* (1870), *Little Men* (1871), *Aunt Jo's Scrap-Bag* (6 vols., 1872–82), *Jo's Boys* (1886).

Al'cuin (ăl'kwĭn) *or* **Al·bi'nus** (ăl·bī'nəs). *Anglo-Saxon name* **Ealh'wi'ne** (ä'lĭk·wī'nē). *Adopted surname* **Flac'cus** (flăk'əs). 735–804. English scholar. Aided Charlemagne in revival of learning at court of Franks (781). Upheld orthodoxy against adoptionist heresy at council held at Frankfort (794). Abbot of Tours (796). Author of manuals of instruction in grammar, rhetoric, and dialectics; theological, Biblical, and hagiological works; metrical annals.

Al'da (ăl'də), Frances. *Original name* **Frances Davis.** 1883–1952. Operatic soprano, b. Christchurch, New Zealand. Studied under Marchesi in Paris; made debut at Opéra Comique (1904), at N.Y. as Gilda (1908); m. (1910; divorced 1928) Giulio Gatti-Casazza, director of Metropolitan Opera House. Author of *Men, Women, and Tenors* (1937).

Al·da'ma (ăl·dä'mä), Juan. d. 1811. Mexican army officer and patriot. Took part in uprising of 1810–11; supported Hidalgo y Costilla; betrayed and shot. Cf. Ignacio José ALLENDE.

Al·da'nov (ăl·dä'nŏf), M. A. *Pseudonym of* **Mark Aleksandrovich Lan·dau'** (lăn·dou'). *Also known as* **Landau-Aldanov.** 1886–1957. Russian publicist and novelist, b. Kiev. Author of *The Thinker*, trilogy on French Revolution, *The Fifth Seal* (trans. 1943), etc.

Al'de·gre'ver (ăl'dĕ·grā'vər), Heinrich. *Real surname* **Trip'pen·me'ker** (trĭp'ən·mā'kər). 1502–?1560. German painter, engraver, and goldsmith, of Soest in Westphalia; one of the Little Masters. Works include two series of *The Wedding Dancers*, also historical, allegorical, and Biblical subjects, ornaments, portraits, etc.

Al'den (ôl'dən), John. 1599?–1687. One of pilgrims on *Mayflower*, landing at Plymouth, Mass. (1620). A signer of Mayflower Compact; moved to Duxbury. Deputy from Duxbury (1641–49); treasurer of Duxbury (1636–58). Governor's assistant (1633–41, 1650–86). Deputy governor (1664–65, 1677). See Myles STANDISH.

Al'den·ham (ôl'dən·əm; ôld'nəm), 1st Baron. **Henry Hucks Gibbs.** 1819–1907. English banker and scholar. Director, Bank of England (1853–1901); governor (1875–77). Aided in preparation of *Oxford English Dictionary;* edited texts for Early English Text Society.

Al'der·man (ôl'dər·mən), Edwin Anderson. 1861–1931. American educator, b. Wilmington, N.C. Grad. North Carolina (1882). Professor of education (1893–96), president (1896–1900), North Carolina; president, Tulane (1900–04); president, U. of Virginia (from 1904).

Al'der·son (ôl'dər·s'n), Sir Edwin Alfred Hervey. 1859–1927. English soldier. Lieutenant general (1914); first commander of Canadian corps in France (1915–16); inspector general of Canadian forces (1916–18).

Ald'helm (ăld'hĕlm). 640?–709. English scholar. Abbot of Malmesbury (c. 673); bishop of Sherborne (705); built churches and monasteries. Wrote Latin verse, a treatise on Latin prosody, including his famous 101 riddles, as well as songs in English.

Aldighero da Zevio. See ALTICHIERO DA ZEVIO.

Al'din (ôl'dĭn), Cecil Charles Windsor. 1870–1935. English artist. Illustrated Kipling's *Jungle Book* (1894–95), Dickens's *Pickwick Papers* (1910). Author of *The Romance of the Road* (1928), *Ratcatcher to Scarlet* (1926), *Dogs of Character* (1927), etc.

Al'ding·ton (ôl'dĭng·tən), Richard. 1892–1962. English poet and novelist. Educ. Dover College and London U.; m. (1913) "H.D.," American imagist poet (see Hilda DOOLITTLE), 2d Netta McCulloch (1937). Served in World War (1916–18); traveled in Europe, North Africa, B.W.I. (1928–39); resident of U.S. (from 1939). Author of translations from Greek, French, and medieval Latin; a life of Voltaire (1926); verse (collected editions 1929, 1931, 1934, 1940) including *Images* (1913), *Images of*

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STUDENT ACTIVITY SHEET

USE OF REFERENCE TOOLS -- THE BIOGRAPHICAL DICTIONARY

OBJECTIVE	Given a biographical dictionary, the student will be able to locate information about a person without assistance.

LEADERS OF THE WORLD

Match the leaders below with the countries they have led or are now leading. Use a biographical dictionary to assist you in matching correctly.

1. **Constantine Caramanlis**
2. **Willy Brandt**
3. **Tako Miki**
4. **Leonid Breshnev**
5. **Charles DeGaulle**
6. **Pierre Trudeau**
7. **King Faisal**
8. **Golda Meir**
9. **Harold Wilson**
10. **Salvador Allende**
11. **Marshal Tito**
12. **Valory Giscard-D'Estaing**
13. **Mao Tse-tung**
14. **Anwar Sadat**
15. **Haile Selassie**
16. **Helmut Schmidt**
17. **Indira Gandhi**
18. **Idi Amin**
19. **Francisco Franco**
20. **Archbishop Makarios**

STUDENT ACTIVITY SHEET

USING REFERENCE TOOLS - THE THESAURUS

OBJECTIVE

Given a thesaurus, the student will be able to locate synonyms for specific words, without assistance.

EACH SENTENCE BELOW IS FOLLOWED BY THREE WORDS. ONE OF THOSE WORDS IS A SYNONYM FOR THE UNDERLINED ENTRY WORD IN THE SENTENCE. USE THE THESAURUS SAMPLE, PAGES 140 AND 303, TO FIND THE CORRECT SYNONYM FOR EACH UNDERLINED WORD. CIRCLE YOUR ANSWER.

1. The tall gentleman had a martial look about him.
   military frail peaceable

2. Mrs. Robinson was the village marriage broker.
   gossip matchmaker marshall

3. John tried to mask his feelings with a smile.
   reveal disguise prove

4. The sprinter's track record was truly marvelous.
   athletic amazing frantic

5. Doctors devote their life to saving lives.
   sacrifice dedicate devise

6. Deviltry is still practiced in the United States.
   magic witchcraft cannibalism

7. The plan was declared devious by the police.
   dishonorable difficult weak

8. A violent tornado will devastate the small town.
   redesign lay waste depreciate

STUDENT ACTIVITY SHEET

USING REFERENCE TOOLS - THE THESAURUS

OBJECTIVE

Given a thesaurus, the student will be able to locate synonyms for specific words, without assistance.

USING SAMPLE PAGES 140 AND 303, FROM ROGET'S THESAURUS, GIVE 2 SYNONYMNS FOR THE FOLLOWING ENTRY WORDS:

detest	_____	_____
marvel	_____	_____
maroon	_____	_____
develop	_____	_____
mash	_____	_____
devaluate	_____	_____
martyr	_____	_____
device	_____	_____
mask	_____	_____
masculine	_____	_____

STUDENT ACTIVITY SHEET

USE OF REFERENCE TOOLS -- FAMILIAR QUOTATIONS

OBJECTIVE	Given Familiar Quotations, the student will be able to identify the author and source of a particular quotation.

Using Familiar Quotations answer the following questions:

1. Identify the author and source of the following quotation:

   "If eyes were made for seeing, Then Beauty is its own excuse for being."

   Author _____ Source _____

2. When did Abraham Lincoln make the speech that contains the following quote:

   "As I would not be a slave, so I would not be a master."

   _____

3. How many quotes can you find listed by Martin Luther King, Jr? _____

   On what page(s) _____

4. Who is the author of Invictus?

   _____

5. How many quotations do you find with the major subject of "storms?" _____

6. "A gift is a precious stone in the eyes of him that hath it."

   Locate the following information about the above quotation:

   1. Under what subject and on what page of the index was the quotation listed
      Subject _____ Page _____
   2. Author _____
   3. Source _____
   4. On what page is the quotation located _____

7. What subject would you look under to locate the following quotation?
   "They also serve who only stand and wait." _____

STUDENT ACTIVITY SHEET

USING MAGAZINES AND NEWSPAPERS

THE NEWSPAPER STORY BELOW ANSWERS MANY QUESTIONS. READ THE ARTICLE AND COMPLETE EACH STATEMENT BY CIRCLING THE CORRECT FACT. ALSO, DECIDE WHICH QUESTION EACH STATEMENT ANSWERS, AND WRITE THAT QUESTION ON THE LINE BEFORE EACH STATEMENT.

QUESTIONS

WHO?

WHAT?

WHERE?

WHEN?

FIRE DESTROYS APARTMENT BUILDING

A fire raged out of control last night in an apartment building on the corner of Howland and Elm Streets. Four fire engines answered a two-alarm and twenty-six firemen fought the blaze. The firemen attempted to control the fire for nearly ten hours, but with little success. All the tenants were safely evacuated, but the building, along with many of the tenant's possessions, was completely destroyed. The police are investigating the origin of the fire and believe that it was caused by an explosion in the basement.

_____ 1. The fire occurred at the_____

a. corner of Howland and Elm

b. fire station

c. police station

_____ 2. The_____tried to control the fire.

a. tenants

b. firemen

c. police

_____ 3. An apartment building was completely destroyed by_____.

a. the tenants

b. four fire engines

c. a fire

_____ 4. The fire began_____and lasted almost ten hours before it burned itself out.

a. during the morning

b. at 10 o'clock

c. last night

STUDENT ACTIVITY SHEET

USING MAGAZINES AND NEWSPAPERS

LISTED BELOW ARE FALSE STATEMENTS ABOUT THE PARTS OF A NEWSPAPER. EACH SENTENCE CONTAINS ONE WORD THAT CAN BE CHANGED TO MAKE THE SENTENCE TRUE. CROSS OUT THE INCORRECT WORD. THEN CHOOSE THE CORRECT WORD FROM THE LIST AT THE BOTTOM OF THE PAGE AND WRITE IT IN THE BOX AFTER EACH STATEMENT.

1. The most important news is found on the puzzle page of the paper. ____

2. Letters to the editor are sent in by people who have read the comics page. ____

3. If you would like to sell your old bicycle, try putting an ad in the sports section. ____

4. A picture of the team that won the baseball series can be found in the business section. ____

5. A listing of houses for sale is found in the amusement section of the paper. ____

6. The television page of the paper might contain a recipe for dinner. ____

7. The name of the new movie that starts tonight at a neighborhood theater is found on the sports page. ____

8. Information on the sales at the local stores can be found by reading the news. ____

9. News about the stock market can be found on the obituary pages. ____

FAMILY	CLASSIFIED	ENTERTAINMENT
REAL ESTATE	EDITORIAL	FRONT
ADVERTISEMENTS	SPORTS	FINANCE

NAME_____

THE READERS' GUIDE TO PERIODICAL LITERATURE

An Index to Magazine Articles

READERS' GUIDE TO PERIODICAL LITERATURE - shows the magazine in which an article can be located

AUTHOR ENTRY

VON BRAUN, WERNHER
man on the moon: how soon? Interview. Read Digest 90:136-9 Mr. '67
Space technology and progess. por Tech W 20:6-8 Ja 23 '67

SUBJECT ENTRY

SPACE flight to the moon
Exploration race: moon or sea? J. Lear. il Sat R 50:51-5 Mr 4 '67
High hopes for the moon shot: chance for lunar landing before 1970. il Bsns W p60-2+ Ap 15 '67
Man on the moon: how soon? interview W. Von Braun. Read Digest 90:136-9 Mr '67

1. How many articles are listed under the subject "SPACE flight to the moon? 4
2. In what magazine can you find the article "Man on the moon: How soon"? Readers' Digest
3. Who is the author of this article? Wernher Von Braun
   How many articles are listed under this authors name? 2
4. What is the date of the magazine? March '67
5. On what pages of the magazine will you find this article? 136-9
6. Write the titles of the four articles listed under the subject entry "Space flight to the moon."

   Exploration race: moon or sea?

   High hopes for the moon shot: chance for lunar landing before 1970.

   Is moon program in real trouble?

   Man on the moon: how soon?
7. Write the titles of the two articles written by Wernher Von Braun.

   Man on the moon: how soon?

   Space technology and progress.
8. What is the date of the magazine of the second article by Wernher Von Braun?_____

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SKILL: Research and Reporting

OUTLINING

When you have your note cards arranged in what seems to be the most logical way, use them to prepare your final outline. Look first for the large, obvious divisions and use them for the main topics. The fewer main topics the better; three to five will usually do very nicely. When you have decided on the main topics, look to see how these can be subdivided. Each subtopic must relate to the main topic of which it is a part, and you cannot have fewer than two subtopics.

Here is a form for a topic outline that includes major topics, subtopics, detail and more detail:

I. MAJOR TOPIC
   A. Sub-topic
      1. detail
      2. detail
      3. detail
      4. detail
   B. Sub-topic
      1. detail
      2. detail
         a. more detail
         b. more detail

II. MAJOR TOPIC
   A. Sub-topic
      1. detail
      2. detail
      3. detail
      4. detail
   B. Sub-topic
      1. detail
      2. detail
   C. Sub-topic
      1. detail
      2. detail
         a. more detail
         b. more detail
         c. more detail

FOOTNOTES

In general, footnotes are numbered consecutively, beginning with 1.

Indicate a footnote by placing an Arabic numeral after the text material to be documented. This numeral should be raised a little above the line.

At the bottom of the page, place the same numeral before the footnote, again slightly raised above the line.

Type a line about 1½ inches long between the text and the footnote.

Sample Footnotes

This is one way you might footnote a quotation from a book:

> In a confidential message to Congress proposing an expedition to the Pacific Ocean, President Jefferson stated: ".., I trust and believe we are acting for their greatest good..."[1]

---

[1] Arthur Waley, The Analects of Confucius (London: George Allen and Unwin, 1938). p. 33.

For a quotation from a magazine article, this is a standard form for a footnote:

> Some of the greatest novels are not entirely works of fiction. Ernest Hemingway, for example. "constantly used real people and situations in his fiction."[2]

---

[2] Alfred Kazin "Hemingway As His Own Fable," Atlantic, June, 1964, p.54

STUDENT ACTIVITY SHEET

USE OF AUDIOVISUAL MATERIALS AND EQUIPMENT

OBJECTIVE

Students will be able to select appropriate non-print material for information.

DIRECTIONS: Complete the following activities:

A. Learn where the filmstrips are stored. Answer the following:

1. Are filmstrips listed in the card catalog?_____

   If not, how are they indexed?_____

2. Does your library media center have an area or a room where a group can view filmstrips?_____Does your library media center provide an area where you can view filmstrips individually?_____

3. List one or two rules in your library media center for people who borrow filmstrips._____

   _____

B. Choose a filmstrip that tells a story. Complete the following:

1. Filmstrip title_____
2. From this filmstrip, I found out_____

   _____

C. Choose a sound filmstrip that deals with facts, such as how the heart works. Complete the following:

1. Filmstrip title_____
2. This filmstrip showed_____
3. The record explained_____

STUDENT ACTIVITY SHEET

USE OF AUDIOVISUAL MATERIALS AND EQUIPMENT

FILMSTRIPS WITHOUT CAMERAS

In making filmstrips without cameras, students are limited by their imagination, only. Essential are two basic types of materials: clear, undeveloped plastic film and transparency marking pens or paints. The materials are inexpensive and the process is fairly simple.

Draw-on/paint-on filmstrips

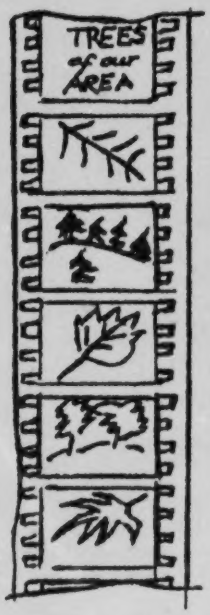
A. Decide what book or subject is to be made into a filmstrip.

B. Have youngsters write their own version of the story plot.

C. Select the scenes to be illustrated and execute a drawing on plain paper.

D. If using discarded filmstrips, use cotton swabs dipped in liquid bleach to remove the emulsion.

E. Transfer sketches to the film, using indelible markers.



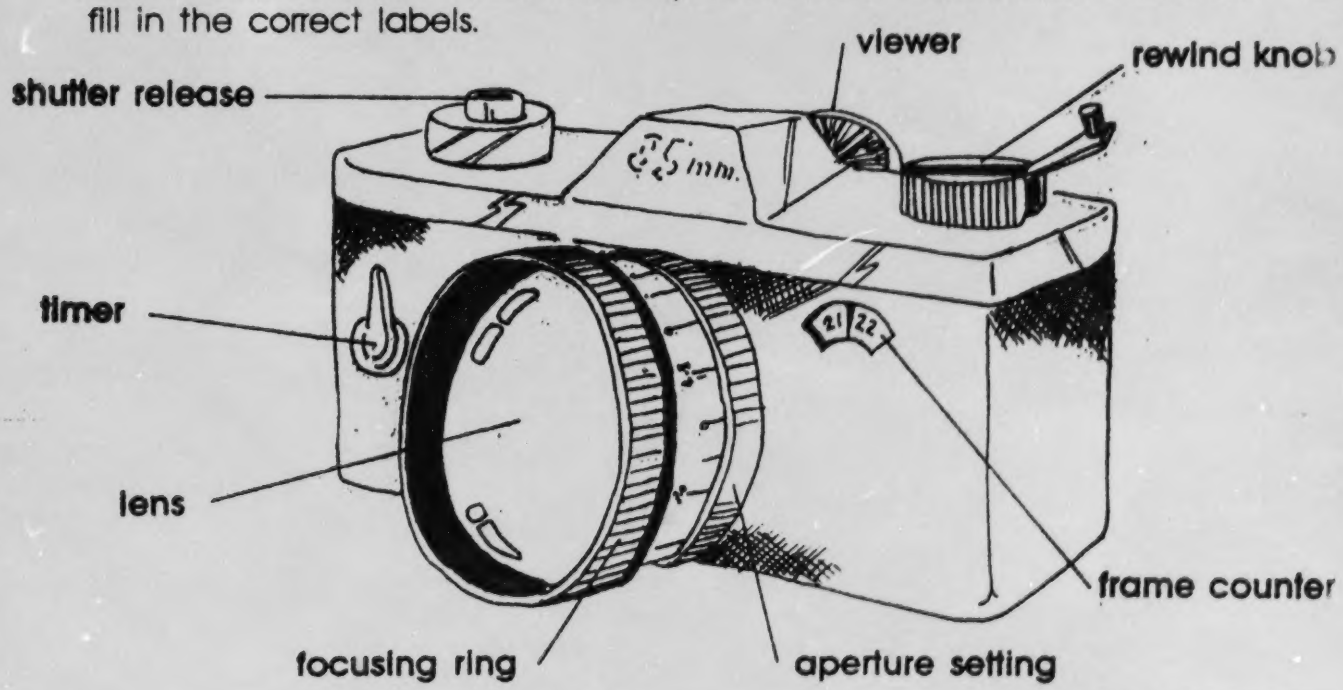
STUDENT ACTIVITY SHEET

USE OF AV MATERIALS AND EQUIPMENT

OBJECTIVE

Students will be able to identify selected audiovisual equipment and the related software with 100% accuracy.

Study this diagram of a camera and note that each labeled part is also in the "Labels" list below. In the blank spaces under "How to Use a Camera," fill in the correct labels.



How To Use a Camera

Before you take a picture, look through the _____ and center the subject. You will be pointing the _____ of the camera at the subject. Now turn the _____ _____ until your subject looks clear. The _____ tells you how wide the shutter is open.

When you want to snap the shutter, use the _____.

Check the _____ to see how many pictures you have taken. Be sure you are not at the end of the roll of film, turn the _____ and remove the film from the camera.

Labels

FRAME COUNTER
LENS
VIEWER
APERTURE SETTING
TIMER
REWIND KNOB
FOCUSING RING
SHUTTER RELEASE

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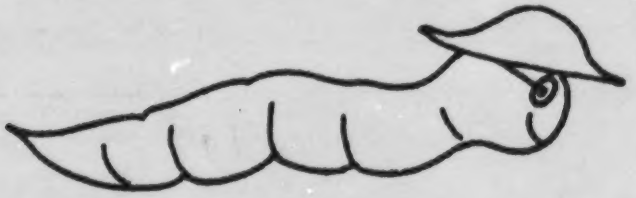
MY BOOKWORM SPECIALS

I like to read about _____

_____

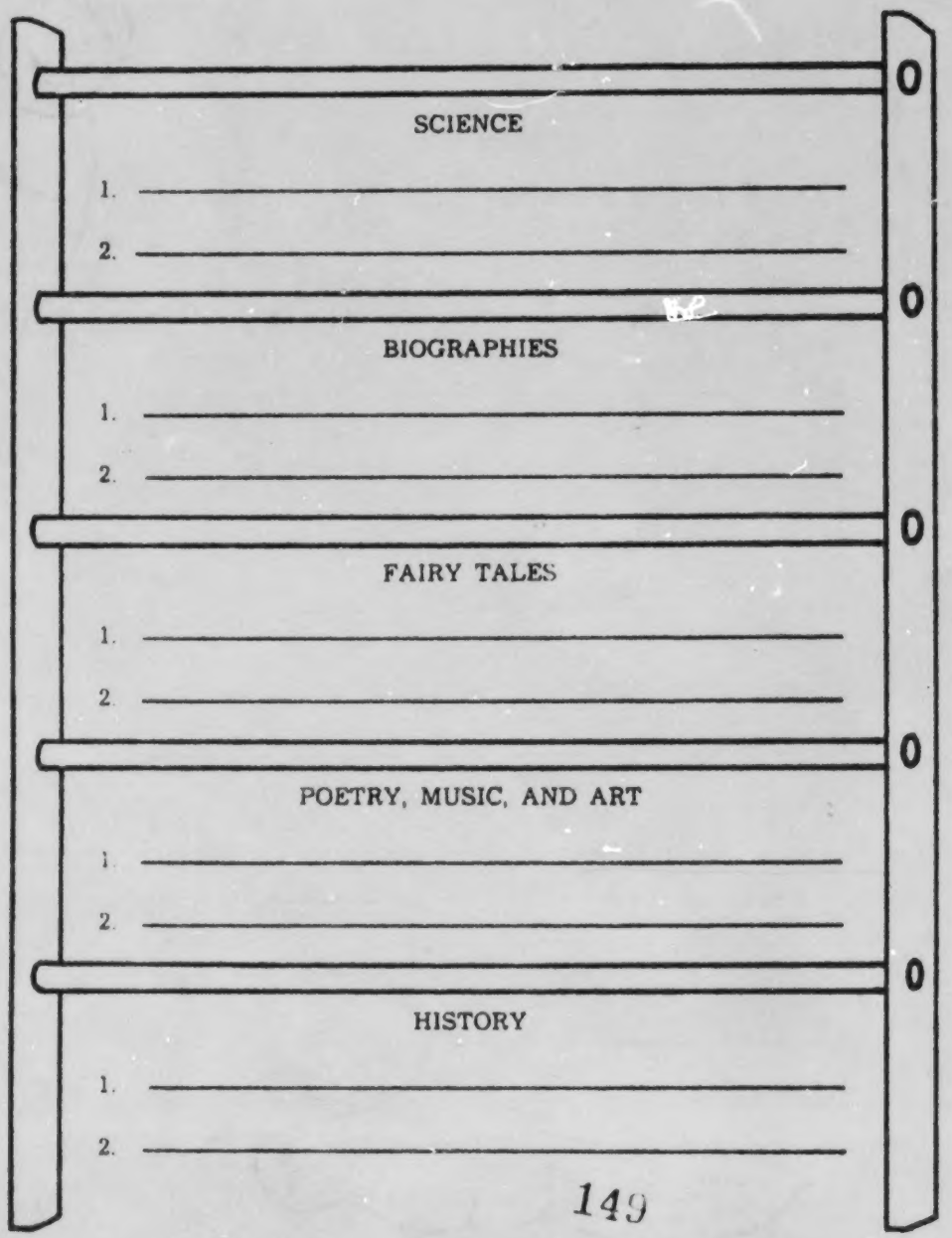
I have read these books about my favorite topic.

	Title	Author
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____



CLIMB THE NONFICTION LADDER

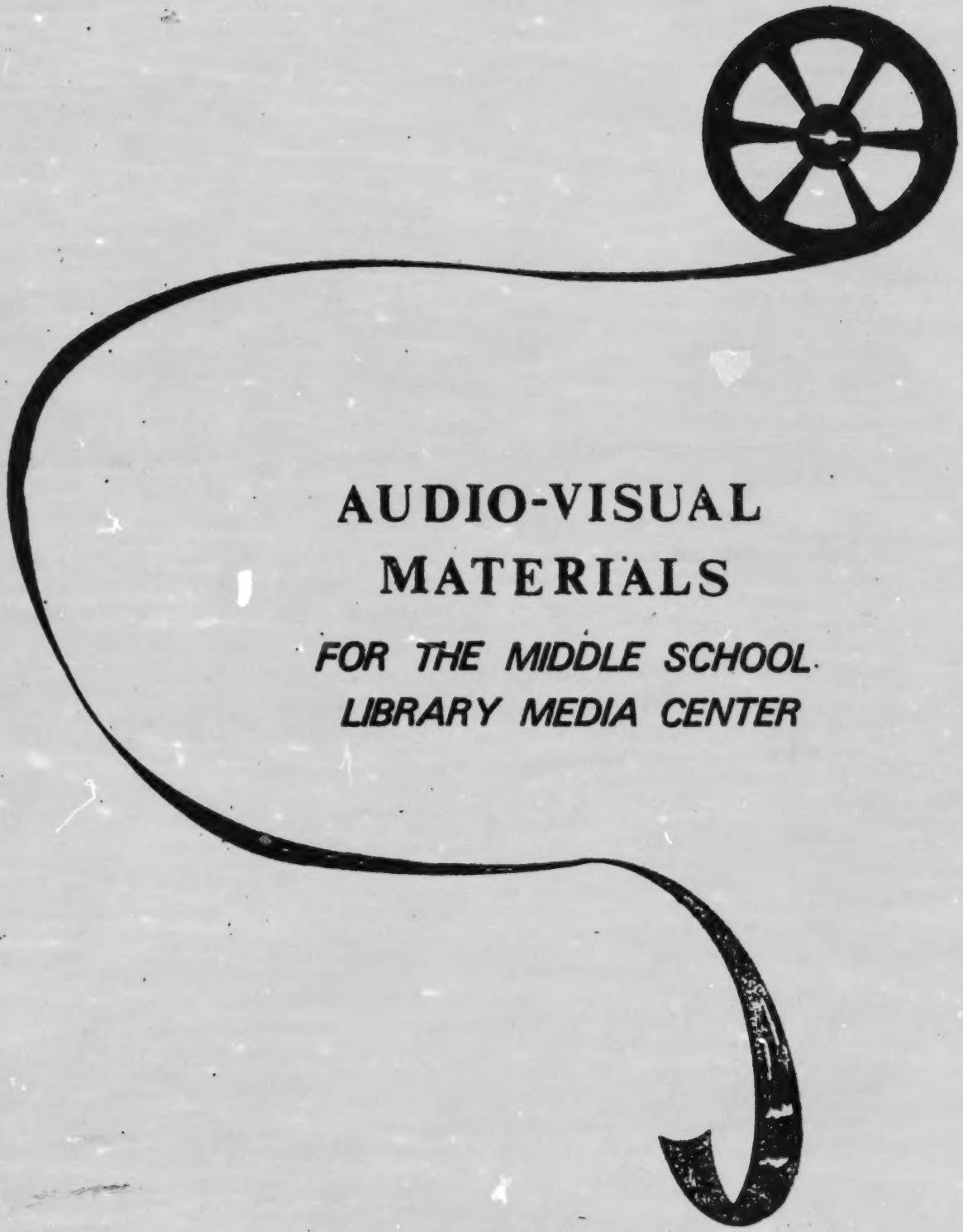
Write the title and author of your books on the lines.



149

READING RECORD

Title	Author	Comment



AUDIO-VISUAL MATERIALS

FOR THE MIDDLE SCHOOL LIBRARY MEDIA CENTER

AUDIO-VISUAL MATERIALS

AVAILABLE FROM THE

AUDIO-VISUAL TEACHING AIDS LIBRARY
55 W. CANFIELD

FILMSTRIPS

Filmstrip Title	Format	Recommended Grade Level	Call Number
BEGINNING DICTIONARY SKILLS Series			
FINDING ENTRY WORDS	Color	LM	F-3228
Stresses the functions of the alphabet as an organizational tool. Includes exercises in alphabetizing and teaches the student how to go about looking up a word in the dictionary.			
UNDERSTANDING ENTRIES	Color	LM	F-3229
Tells about the many kinds of information the dictionary gives for entry words, including references to other entries. Participation frames help the student develop better understanding and higher skill in the use of the dictionary.			
PRONOUNCING WORDS CORRECTLY	Color	LM	F-3230
Consists mainly of participation frames and exercises designed to help the student achieve a greater skill in the use of the pronounciation information found in the dictionary.			
USING WHAT YOU KNOW	Color	LM	F-3231
A review of the first three filmstrips in this series.			
BOOKS: THEIR STORY Series			
WRITING WITH PICTURES	Color	ELMH	F-4310
Tells how early man expressed himself through picture-writing; how developing cizilizations recorded events; and how man first spoke and communicated.			
OUR ALPHABET	Color	ELMH	F-4311
Describes the origins of the 26 symbols of our alphabet and shows how these symbols have been expanded and simplified through the ages.			
STORY OF NUMERALS	Color	ELMH	F-4312
Tells about man's early need for methods of counting and how numbers			

originated and were assigned values. Describes the emergence of numerical systems and how they have varied in different civilizations.

STORY OF PAPER Color ELMH F-4313

Describes the creation of surfaces and tools for recording man's ideas and tells how the art of paper-making progressed and spread throughout the world.

HANDWRITTEN BOOKS Color ELMH F-4314

Presents the pictorial ancestry of today's printed page. Tells how "illuminations" were painstakingly copied by scribes; and how the first libraries came into being and how a standard style for the production of books evolved.

HISTORY OF PRINTED BOOKS Color ELMH F-4315

Describes the "explosion" of learning following the advancement of movable type and early printing presses and tells how universal education became a reality

HOW BOOKS ARE MADE Color ELMH F-4316

Describes today's miracle methods of printing and reproduction. Traces the making of books from script writer to finished edition. Shows the many skills and complex machines reauired for more than 500,000,000 books printed yearly in the United States.

DICTIONARY IN ACTION Color LMH F-5276

This three part filmstrip illustrates the development and uses of the dictionary. Describes the various items of information generally found in the entries and tells how they can be put to use.

EXTENDING DICTIONARY SKILLS Series

UNDERSTANDING THE PARTS OF SPEECH Color LM F-3232

Helps the dictionary user to recognize and find the eight parts of speech. Includes many participation frames.

USING THE COMPLETE ENTRY Color LM F-3233

Stresses the fact that the dictionary is a valuable source of information and encourages the student to familiarize himself with the front section of the dictionary as well as other parts.

PUTTING DICTIONARY SKILLS TO WORK Color LM F-3234

Shows that the dictionary is an indispensable aid for reading, writing, listening, and speaking, and that the use of the dictionary develops valuable skills, particularly knowledge of word relationships, word forms, and usage.

FINDING AND USING EXACT MEANINGS Color LM F-3235

Encourages the dictionary user to look for and make use of all of the information given in the entries, including the special "notes," labels, etymologies, and usage labels and notes.

HOW A BOOK IS MADE Series (R)

Presents in three parts the steps that are involved in producing a book from its conception through platemaking, printing and binding.

EDITORIAL, ART AND PRODUCTION	Color	LMHA	F-5029
PRINTING AND PLATEMAKING	Color	LMHA	F-5030
BINDING	Color	LMHA	F-5031

HOW TO USE MAPS AND GLOBES Series

MAPS: WHAT THEY ARE — Color — LMH — F-5904

Shows the construction of a map, step-by-step. Explains the legend and the meaning of scale.

MAPS: SYMBOLS AND TERMS — Color — LMH — F-5905

Explains the variety of symbols and terms used in cartography.

GLOBES: OUR MOST ACCURATE MAPS — Color — LMH — F-5906

Stresses the accuracy of a globe in providing a representation of the earth. Explains why two-dimensional maps can never be truly accurate.

MAPS: THEIR TYPES AND USES — Color — LMH — F-5907

Shows that each type of flat map projection contains some degree of distortion, but that each has a special application and use. Explains that a given area can be drawn in different ways to indicate both man-made and natural features.

LATITUDE & LONGITUDE-FINDING PLACES AND DIRECTIONS — Color — LMH — F-5908

Explains how every spot on earth can be located by patterns of grid lines, parallels of latitude and meridians of longitude.

LATITUDE & LONGITUDE-TIME ZONES AND CLIMATE — Color — LMH — F-5909

Shows the relationship between latitude and climate, and the relationship between longitude and time. Explains time zones, the function of the date line, and the seasonal changes that result from the angle at which the sun's rays strike the earth.

INTRODUCTION TO THE LIBRARY (RG) — Color — LM — F-6380

Describes the various facilities and services generally available in a library. Discusses the value and use of the card catalog, vertical file, periodicals and reference books.

LIBRARY (R) Color MH F-1956

Identifies various kinds of libraries and compares them. Describes the Dewey Decimal and the Library of Congress file systems. Answers questions frequently asked about libraries.

LIBRARY RESEARCH TOOLS Series Color MH

Helps students derive greater value out of using library resources. Covers reference sources, periodicals, references, indices, suggestions for the preparation of research papers. Tells how to use the library's card catalog.

INTRODUCTION TO THE LIBRARY	F-6289
BOOK	F-6290
CARD CATALOG	F-6291
DICTIONARIES	F-6292
ENCYCLOPEDIA	F-6293
SELECTED REFERENCE SOURCES: GENERAL	F-6294
SELECTED REFERENCE SOURCES: SPECIAL	F-6295
PERIODICAL REFERENCES AND INDICES	F-6296
RESEARCH PAPER:PRELIMINARY STAGES	F-6297
RESEARCH PAPER: BIBLIOGRAPHY AND FOOTNOTES	F-6298

LIBRARY Series

BOOK B&W LMH F-922

Describes the major parts of a book and illustrates the chief rules for the proper care of books.

CARD CATALOGUE B&W LMH F-923

Explains the nature and function of the card catalog as an index to the books in the library.

DEWEY DECIMAL SYSTEM B&W LMH F-924

Explains how books are classified and shelved in the library according to the Dewey Decimal System.

DICTIONARY-PART 1 B&W LMH F-925

Explains the dictionary as an alphabetical source of information on words. How found, how defined, etc.

DICTIONARY-PART 2 B&W LMH F-926

Explains the dictionary as a source of other information such as synonyms, antonyms, word derivations, etc.

ENCYCLOPEDIA B&W LMH F-927

Explains the nature and use of the encyclopedia as a source of detailed information on all subjects.

LIBRARY TOOLS Series — Color — LMH

Describes and discusses the various kinds of books that may be found in a library and the special uses for which they are intended. Each filmstrip is devoted to a particular kind or class of books, as the title indicates.

BOOKS FOR BIOGRAPHY	F-5951
ONE-VOLUME ENCYCLOPEDIAS	F-5952
AIDS IN WRITING AND READING	F-5953
READERS' GUIDE	F-5954
GAZETEERS AND ATLASES	F-5955
ALMANACS AND YEARBOOKS	F-5956

SCHOOL LIBRARY Series (G)

USING BOOKS — Color — LMH — F-5958

Tells what kind of information can be found in books. Explains the several parts of a book and how they can be used. Shows right and wrong ways of handling books.

DEWEY DECIMAL SYSTEM — Color — LMH — F-5959

Explains the Dewey Decimal System of book classification. Identifies each of the ten main classes and shows how each is subdivided into more specific groupings. Discusses and explains the call number on a book and tells how a library is arranged physically according to the Dewey system.

CARD CATALOG — Color — LMH — F-5960

Explains the function of the card catalog and shows how best to use it. Presents the various kinds of cards that make up the catalog and shows how they are used. Tells how to file the cards properly and discusses the call number.

DICTIONARY — Color — LMH — F-5961

Explains the difference between abridged and unabridged dictionaries. Discusses the usefulness of the thumb index, guide words and alphabetical arrangement of the content. Identifies different kinds of information that may be obtained from the dictionary. Pays special attention to categories of words, etymology, synonyms, antonyms and both biographical and geographical entries.

ENCYCLOPEDIA — Color — LMH — F-5962

Shows how to use an encyclopedia and how to make a step-by-step search for information on a given topic. Explains its formats and the specific values of each of its parts.

USE YOUR LIBRARY — B&W — LMH — F-674

This filmstrip is divided into three parts: how to find books; how to find brief facts; and how to find magazine articles and pamphlets.

USE YOUR LIBRARY FOR BETTER GRADES
AND FUN TOO! B&W MH F-61

Photographs show proper techniques of library utilization. Explains vital steps of library research...brings catalog cards, periodical information,etc. to screen-size projections.

YOUR DICTIONARY AND HOW TO USE IT Series Color LM

Insures a "lifelong dictionary habit." develops skills in quick location of words, highlights opportunities for automatic use of alphabet, offers easy clues for syllabication and accent. Emphasizes many meanings for one word. Shows how a dictionary can help develop better speaking, reading, writing and spelling habits.

YOU CAN FIND WORDS EASILY	F-1721
MAKE ALPHABETIZING WORK FOR YOU	F-1722
FIRST YOU FIND IT; THEN DEFINE IT	F-1723
WHO'S MISPRONOUNCING?	F-1724
VOWEL, BACKBONE OF A SYLLABLE	F-1725
WORDS AND THEIR WAYS	F-1726

Grade Level Key

K - Kindergarten
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H - High School (Grades 9-12)
A - Adult

Filmstrips may be "silent" or "sound." Silent filmstrips may have captions or may be accompanied by a printed guide. Sound filmstrips may be accompanied by a record, or a tape cassette. Almost exclusively, the sound filmstrips available from our Audio-Visual Teaching Aids Library come with a record. Usually the same information is recorded on both sides of the record, with the exception that one side carries an audible signal for manual control of equipment, and the other carries an inaudible signal for automatic control.

Filmstrips accompanied by sound materials carry the notation (R) for records or (T) for tapes. The notation (G) indicates the inclusion of a guide.

16MM SOUNDFILMS

Film Title	Length	Format	Recommended Grade Level	Call Number
CARPET UNDER EVERY CLASSROOM	15 min.	B7W	MHA	S-8076

Shows ways in which a well-supported library program helps to realize the objectives of the secondary school. The library is presented as a resource center for students and teachers. The extent to which a class unit of work is enriched by the services of the library is clearly depicted. Cooperation of teachers and librarian is well demonstrated.

CHOOSING BOOKS TO READ	11 min.	B&W	MH	S-440

Peter's quest for information on photography leads to various sources and a greater appreciation of books. Three rules - 1) decide on the purpose of your reading; 2) read on you level of understanding, and 3) become acquainted with sources of information - are illustrated to help choose books wisely.

DICTIONARY	11 min.	Color	LM	S-9789

Attempts to present the advantages of the dictionary in such a way that it will appeal to those who are using it for the first time, or to those who are in other introductory stages. Shows children developing all the information themselves - turning the pages, running down words in columns and checking further where the use of symbols and tales is advisable.

DICTIONARY: THE ADVENTURE OF WORDS	16 min.	Color	LM	S-8115

Explains the proper way of using a dictionary and the many resources contained in it.

FIND THE INFORMATION	10 min.	Color	LMH	S-4114

Teaches students how to find reliable information quickly through this study of many widely used indexes, including the Readers' Guide, Who's Who in America and the World Almanac.

HIDING BEHIND THE DICTIONARY	30 min.	B&W	LMH	S-1794

Dr. Hayakawa illustrates how dictionaries are prepared and points out that the writer of a dictionary is a historian, not a lawgiver. He further explains that word meanings are inferred from both physical and verbal contexts and that it is possible that no word has exactly the same meaning twice.

HOW TO READ NEWSPAPERS 10 min. Color MH S-4199

Shows some of the basic reading techniques in newspaper reading, and covers the importance of reading more than one paper; knowing how to use headlines; checking news stories for apparent accuracy; understanding the structure and function of lead paragraphs; checking for propaganda; reading newspapers regularly.

HOW TO USE THE READERS' GUIDE 12 min. Color MH S-6953

Uses a detective theme to symbolize the way the Readers' Guide is used as a library tool. Encourages library users to explore its resources.

HOW TO WRITE YOUR TERM PAPER 10 min. B&W MH S-876

When a term paper is assigned, the students in the audience select "Airport Traffic Control" as a logical topic on the basis of the material available in the school library and the proximity of an airport where they can do further research.

HOW WE TAKE NOTES-Part 6 6 min. Color LM S-4610

Emphasizes that notes are a short cut to help you remember what you read. When a report has to be written or a test taken, notes really help. Attention is called to the two important steps in taking good notes.

IT'S FUN TO READ BOOKS 10 min. B&W LMH S-877

Develops an attitude in younger students that will lead to habits essential to enjoyment of reading. Where do we get the books we want; how to take care of books; how do we get fun from books? These are typical questions that are raised and answered by this film.

LIBRARY WORLD 18 min. Color LM S-6941

Brian and Stephanie visit their local public library and learn about the library's many resources including the card catalog, Readers' Guide, microfilm collection, reference collection and audiovisual collection.

LOOK IT UP 10 min. B&W MH S-4019

A high school boy demonstrates that the dictionary habit can be incorporated into study procedures of reading, writing and oral report preparation. Suggests the wealth of materials contained in the dictionary which makes it the "first reference book" as well as the source of information on spelling, pronounciation and meaning.

PREPARING YOUR BOOK REPORT 11 min. B&W LM S-217

With emphasis on the importance of preparation, this film illustrates the development and presentation of both written and oral book reports. By outlining his material and practicing his oral report beforehand, Jim gives a report which arouses the interest of his class.

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A - Adult

B&W - Black and White

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TRANSPARENCIES

Transparency Title	Format	Recommended Grade Level	Call Number
ADVANCED LIBRARY REFERENCE SKILLS Series	35 tr w/g	LMH	OT-645

These transparencies are bound in a Flipatran book and should be used with a Flip-a-tran stage. The book is divided into sections as follows:

- Dictionary
- Encyclopedia
- Special References
- Library Resources
- Research Papers

CARD CATALOG Series	9 tr	LMH	OT-1240
Typical Card Catalog	1tr/1ov		
Card Catalog Drawer	1tr/1ov		
Location of Card Catalog	1tr/1ov		
Catalog Cards	1tr/1ov		
Catalog Card	1tr/3ov		
Book & Its Catalog Card	1tr/3ov		
Dissection of the Catalog Card	1tr/1ov		
Subject Cards	1tr/4ov		
Cross Reference	1tr/1ov		
DEWEY DECIMAL SYSTEM AND SHELF ARRANGEMENT Series	8 tr	LMH	OT-1241
Field of Knowledge	2tr/3ov		
Subdivisions	1tr/2ov		
Class Number	1tr/2ov		
Order of Class Numbers	1tr/2ov		
Alphabetical Shelf Arrangement	1tr/1ov		
Fiction Shelf Arrangement	1tr/1ov		
Biography Shelf Arrangement	1tr/3ov		

DICTIONARY: LIBRARY Series III	9 tr	LM	OT-492
Uses of the Dictionary	1tr/4ov		
Looking for a Word-Step 1	1tr/1ov		
Looking for a Word-Step 2	1tr/1ov		
Looking for a Word-Step 3	1tr/2ov		
Elementary Dictionary Entry	1tr/1ov		
Pronunciation Symbols	1tr/1ov		
Abridged Dictionary Entry	1tr/1ov		
Unabridged Dictionary Entry	1tr/1ov		
Additional Uses of the Dictionary	1tr		
DICTIONARY Series	5 tr	LMH	OT-1242
Dictionary	1tr/1ov		
Elementary Dictionary	1tr/1ov		
Abridged Dictionary	1tr/1ov		
Unabridged Dictionary	1tr/1ov		
Dictionary Guide Words	1tr/1ov		
DICTIONARY SKILLS Series	80 tr	LM	OT-593
Consists of two Flip-a-Tran books. Each should be used with a Flip-a-Tran stage.			
Units 1-6	44 tr		
Units 7-9	36 tr.		
ENCYCLOPEDIA, LIBRARY Series	6 tr	LM	OT-493
Dictionary or Encyclopedia	1tr/2ov		
Arrangement of Encyclopedia Set	1tr/3ov		
Arrangement of Encyclopedia Set	1tr/3ov		
Examples of Encyclopedia Subjects	1tr/2ov		
Encyclopedia Indexes	1tr/2ov		
Cross References	1tr/1ov		
ENCYCLOPEDIA Series	4 tr	LMH	OT-1243
Tools for Research	1tr/4ov		
Compton's Encyclopedia	1tr/4ov		
World Book Encyclopedia	1tr/4ov		
Encyclopaedia Britannica	1tr/3ov		

FINDING A BOOK IN THE LIBRARY Series	10 tr	LM	OT-491
Shelf Arrangement, Non-Fiction	1tr/2ov		
Call Number	1tr/1ov		
Shelf Arrangement, Several Numbers	1tr/1ov		
Shelf Arrangement, One Class Number	1tr/1ov		
Shelf Arrangement, Fiction	1tr/2ov		
Call Number, Fiction	1tr/1ov		
Shelf Arrangement, Fiction	1tr/1ov		
Shelf Arrangement, Biography	1tr/3ov		
Diagram of a Library	1tr/1ov		
Taking a Book from the Library	1tr/2ov		
GETTING ACQUAINTED WITH YOUR LIBRARY	8 tr	LMH	OT-1239
Anatomy of a Book	1tr/3ov		
Parts of a Book-1	1tr/3ov		
Parts of a Book-2	1tr/3ov		
Parts of a Book-3	1tr/4ov		
General Reference Books	1tr/1ov		
Easy Book	1tr/1ov		
Book Circulation	1tr/4ov		
Your Library	1tr/2ov		
REFERENCE COLLECTION Series	4 tr	LMH	OT-1244
General Reference	1tr/4ov		
Library For Your Future	1tr/1ov		
Reference Tools for Geography	1tr/4ov		
Readers' Guide	1tr/4ov		
USING THE CARD CATALOG	16 tr	LM	OT-1114
USING THE CARD CATALOG Series	8 tr	LM	OT-490
Card Catalog	1tr/2ov		
Location of Catalog Cards	1tr/2ov		
Catalog Card,Fiction	1tr/4ov		
Catalog Card, Non-Fiction	1tr/4ov		
Catalog Card, Non-Fiction Biography	1tr/4ov		
Catalog Card, Non-Fiction Biography Subject & Title	1tr/2ov		
Card Catalog Drawer	1tr/2ov		
Cross Reference Cards	1tr/1ov		

VISUALS FOR LIBRARY INSTRUCTION Series

	26 tr	LMH
What's your name? Book Card	1tr/1ov	OT-386
Title Page-Copyright imprint	1tr/2ov	OT-387
Table of Contents-Index	1tr/1ov	OT-388
Card Catalog Drawer	1tr/1ov	OT-389
Shelving Arrangement-Fict.	1tr	OT-390
Fiction Exercise	1tr/1ov	OT-391
Fiction Catalog Card	1tr/2ov	OT-392
Shelving Arrangement of Story Collection	1tr	OT-393
Story Collection Exercise	1tr/1ov	OT-394
Story Collection Catalog Cd.	1tr/2ov	OT-395
Shelving Arrangement-Biog.	1tr	OT-396
Biography Exercise	1tr	OT-397
Biog. Catalog Card	1tr/2ov	OT-398
Dewey Decimal System	1tr	OT-399
Shelving Arrangement of Non-Fiction, Numerical	1tr	OT-400
Non-Fiction Exercise	1tr/1ov	OT-401
Shelving Arrangement of Non-Fiction Decimals	1tr	OT-402
Non-Fiction Exercise	1tr	OT-403
Non-Fiction Catalog Card	1tr/1ov	OT-404
Two Lines for Call Numbers	1tr	OT-405
Call Number Location	1tr/2ov	OT-406
Reference Book Call Number	1tr/1ov	OT-407
Filing Rules	1tr	OT-408
Additional Card Catalog Entries	1tr	OT-409
Readers' Guide	1tr	OT-410
Readers' Guide, Sub-Headings	1tr/1ov	OT-411

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tr - transparency
ov - overlay

DIRECTIONS FOR REQUESTING AUDIOVISUAL TEACHING MATERIALS

Audiovisual materials may be borrowed from the Audio-Visual Teaching Aids Library by completing Form 3367 "Request for Audio-Visual Teaching Materials" in triplicate and sending the white and yellow copies to AVTAL, 55 W. Canfield.

Please remember that you must book materials at least 15 school days prior to the date you plan to use them.

DIRECTIONS FOR REQUESTING AUDIOVISUAL TEACHING MATERIALS

IMPORTANT—EACH TEACHER IS TO REQUEST HIS OR HER OWN MATERIALS IN ORDER TO ALLOW FOR THE IMPROVEMENT OF SERVICE.

1. Consult the latest Audiovisual Teaching Materials Catalogues and/or Catalogue Supplements prepared by Audiovisual Education, Office for Improvement of Instruction for:
   a. Correct titles
   b. Correct call numbers
   c. Correct grade levels
2. Complete the Request Form:
   a. Prepare request for each month on separate sets of blanks. Always indicate the month of requested use at the top of each request.
   b. Print or write plainly all required information.
   c. List only one title and one call number on each line. When requesting a related series, each title and call number must be listed separately.
   d. All copies (original and duplicates) must be identical. Each item must appear on exactly the same lines on all copies of your request.
   e. List only one type of teaching material on this blank.
3. Date and Availability:
   a. List items in consecutive order by requested dates of use in the PREFERRED DATE column.
   b. Refer to current BOOKING CALENDAR for days on which audiovisual materials may be booked. (Materials cannot be booked a day ahead of school vacation or on Saturdays, Sundays, and Holidays.)
   c. Materials of any type may be requested in general for a maximum of 5 school days of use. Scrips may be requested for a maximum of 20 days.
   d. It is necessary to limit quantities to no more than 3 of any type for a stated period.
   e. If materials is needed for more than ONE day, enter first and last dates with a hyphen. (Example 14-16. DO NOT WRITE 14, 25, 16, etc.)
   f. All material requested prior to Easter and Christmas Holidays should be returned to Audiovisual Teaching Aids Library and NOT retained at the schools during Holiday period.
4. Lead Time:
   a. Requests should not be forwarded for more than TWO SCHOOL MONTHS in advance. Please note that requests for September and October may be forwarded as early as the preceding June.
   b. PROCESSING TIME: All requests must be received for processing not less than 15 school days in advance of the first date of requested use.
5. Send white and yellow copies of each request to the Audiovisual Teaching Aids Library through either the Board of Education mail pick-up or via U.S. Mail. If mailed, address to: Audiovisual Teaching Aids Library, 55 West Canfield, Detroit, MI 48201. Copies sent through Board pick-up should be folded with printed address showing. The green copy should be retained by the teacher. The yellow copy will be returned to the school with delivery and pick-up dates indicated for each available item requested.

REQUEST FOR AUDIOVISUAL TEACHING MATERIALS

- List only one type of teaching material on this blank, and check below:

☐ Motion Picture Films ☐ Recorded Tapes
☐ Filmstrips ☐ Transparencies
☐ Slides ☐ Radio Scripts
☐ Disc Recordings ☐ Cassettes

- List only one month's request on each set of request forms.

BEFORE PREPARING THIS REQUEST, PLEASE REFER TO THE DIRECTIONS LISTED ON THE BACK OF THIS FORM.

FOR CALENDAR MONTH OF _____ 19____

PRESENT SCHOOL _____

TEACHER _____
PLEASE PRINT LAST NAME AND FIRST INITIAL

DO NOT WRITE IN THIS SPACE

This material for use in grade(s) _____

FOR DEPARTMENTAL USE ONLY:

_____

_____

_____

_____

IMPORTANT—If you have been transferred in the past 6 months, please also print name of previous school in this space _____

TO IMPROVE SERVICE—It is necessary to have each teacher submit a separate request for his own materials.

TITLE	CALL NO.	REQUESTED DATES OF USE: PREFERRED DATES IN CONSECUTIVE ORDER BY DAY	REQUESTED DATES OF USE: ALTERNATE DATES WITHIN MONTH LISTED	PLEASE KEEP ALL WRITING TO THE LEFT OF THIS LINE	DO NOT USE THESE COLUMNS: *CODE	DELIVERY DATE	PICK-UP DATE

COPY ROUTING:
White: Audiovisual Teaching Aids Library
Yellow: AVTAL Confirmation Copy
Green: Teacher's Copy

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DETROIT PUBLIC SCHOOLS

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IMPORTANT—The materials you have requested must be returned to the Audiovisual Library on the pick-up date indicated above. If you wish an extension of time, please call 494-1410 or 494-1411 the day before the materials are to be picked up. Extensions cannot be granted on late materials.

Form 3367 (12-76, CV)

CODE: N.A.—NOT AVAILABLE O.S.—OUT OF SERVICE

Printed in EEO Compliance

NUMBERS LISTED IN CODE COLUMN ARE EXPLAINED ON REVERSE SIDE.

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AUDIOVISUAL MATERIALS

APPROVED FOR PURCHASE

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FILMSTRIPS

Title	Source	Price	Number	C/B	Grade Level
LIBRARY RESEARCH TOOLS: HOW TO USE THEM	Eye Gate	$139.00	10FS	C	7-12
Introduction to the library: arrangement, catalog					
The book: its parts and usual arrangement					
The card catalog: arrangement and parts					
Dictionaries: abridged, unabridged					
Encyclopedias: types, arrangements					
Selected reference sources I: general					
Selected reference sources II: specific					
Periodical references and indices: especially Readers' Guide					
The research paper: preliminary stages					
The research paper: bibliography and footnotes					
LIBRARY TOOLS	McGraw-Hill	$54.00	6FS	C	4-6
Books for biography		9.50	1FS		
One-volume encyclopedias					
Aids in writing and reading					
Readers' Guide					
Gazetteers and atlases					
Almanacs and yearbooks					
THE SCHOOL LIBRARY	McGraw-Hill	$54.00	6FS	C	4-6
Using books		9.50	1FS		
The Dewey Decimal System					
The card catalog					
The dictionary, part 1					
The dictionary, part 2					
The encyclopedia					

MULTI-MEDIA

Title	Source	Price	Number	C/B	Grade Level
BACK TO BASICS: DICTIONARY(2072)	McIntyre Prod.	$30.00	1FS/1Cas	C	6-8
BASIC STUDY SKILLS, PART 1 Understanding textbooks Outlining and taking notes Reading graphs and charts Reviewing and taking notes	Caswell & Caswell (Learning Tree)	60.00	4FS/2Cas/ guide	C	4-9
BASIC STUDY SKILLS, PART 2 Using a dictionary Using an encyclopedia Using reference books Using the card catalog	Caswell & Caswell (Learning Tree)	60.00	4FS/2Cas/ guide	C	4-9
BASIC STUDY SKILLS, PART 3 - HOMEWORK SKILLS Composition and letters Preparing oral reports Writing book reports Doing reports and projects	Caswell & Caswell (Learning Tree)	60.00	4FS/2Cas/ guide	C	4-9

MULTI-MEDIA

Title	Source	Price	Number	C/B	Grade Level
BOOKS AND MORE: THE LIBRARY MEDIA CENTER Getting to know the library media center Choosing and using books Finding your way in the card catalog Watching and listening: audiovisual materials Look it up: reference books	Caswell & Caswell (Paramount Communications)	$107.00	5FS/5Cas guide	C	4-8
DOING BETTER IN SCHOOL Studying and taking tests Using the library Using reference tools Preparing reports and projects	Caswell & Caswell (Learning Tree)	$62.50	4FS/4Cas guide	C	3-8
EFFECTIVE WRITING SKILLS 1: GOOD REPORTS Researching your topic Preparing your rough draft Making it better Rewriting your report	Caswell & Caswell (Learning Tree)	$72.00	4FS/4Cas guide	C	4-9
LEARNING THE LIBRARY Let's go library! Open sesame (The card catalog) Getting around in the media center (Decimal classification) Let's look it up (Reference tools)	Educational Activities	$79.00 79.00	4FS/4Cas guide 4FS/4Rec guide	C	4-9

MULTI-MEDIA

Title	Source	Price	Number	C/B	Grade Level
THE LIBRARY MEDIA CENTER: A DISNEY STUDY SKILLS SERIES A tour of the library media center How to find books How to use references When to use audiovisual materials Ways to improve personal study skills Review: putting it all together	Walt Disney	149.00	6FS/6Cas guide	C	4-9
THE LIBRARY: WHAT'S IN IT FOR YOU?	Guidance Associates	79.50	2FS/2Cas	C	7-12
LIBRARY SKILLS: THE FLINTSTONES	Xerox	48.00 48.00	2FS/2Cas 2FS/2Rec	C	1-9
MEDIA: RESOURCES FOR DISCOVERY The world of media Media organization: fiction Media organization: nonfiction Indexes to media The encyclopedia in the world of media Resources for reference Choosing the medium One search, one report	EBE	195.00	8FS/8Cas	C	7-Ad
READERS' GUIDE: READY REFERENCE	Library Filmstrip Center	26.00	1FS/1Cas	C	7-12

MULTI-MEDIA

Title	Source	Price	Number	C/B	Grade Level
STEPS TO BETTER WRITING: WRITING A REPORT, SET 3 Choosing a subject Gathering information Preparing a bibliography Outlining and note-taking Writing the first draft Doing the final paper	Nystrom	170.00	6FS/6Cas guide/ masters	C	4-9
STUDY SKILLS How to follow directions Learning to outline Reading tables Reading graphs Taking tests	Hampden Pub.	119.95	5FS/5Cas	C	7-12
SURVIVAL SKILLS-AN INTRODUCTION TO FUNCTIONAL LITERACY, SERIES 2: COMMUNICATION Using directories Following directions Graphs and map coordinates Finding information	Pied Piper	85.00	4FS/4Cas	C	3-9

MULTI-MEDIA

Title	Source	Price	Number	C/B	Grade Level
USING THE LIBRARY AND MEDIA CENTER	Eye Gate	102.00	6FS/3Cas	C	6-8
A world of information		25.00	1FS/1Cas		
The material: print					
The material: non-print					
Finding what you need in the media center					
Going to the library shelves					
Getting what you want in the media center fast					
USING TODAY'S LIBRARY	Eye Gate	102.00	6FS/3Cas	C	7-12
What is your library?		25.00	1FS/1Cas		
Browsing for books					
Reference library: finding facts					
Catalog: key to the library					
Periodicals and how to use them					
Using media					

OVERHEAD TRANSPARENCIES

Title	Source	Price	Number	C/B	Grade Level
BASIC DICTIONARY SKILLS	Linda Atchinson	$7.95	12 OT	C	4-6

SUPPLEMENTARY REFERENCES

ACTIVITY BOOKS AND SPIRIT MASTERS

Basic Library Skills. St. Louis: Milliken, 1971. (12 color transparencies, 24 spirit masters)

Getting to Know the Library. New York: Scholastic, 1976. (Student workbook)

Intermediate Pathways to Reading: Reference and Study Skills. Englewood Cliffs: Prentice-Hall Learning Systems, Inc., 1978. (20 spirit masters)

Library Skills. Oaklawn: Idea School Supply Co., 1969. (24 spirit masters)

Popular Library Dictionary Skillbook. New York: Popular Library, 1972. (Student workbook)

Using the Dictionary. Redwood City: Visual Materials, Inc., 1971. (12 color transparencies, 14 spirit masters)

Using the Encyclopedia. Redwood City: Visual Materials, Inc., 1970. (12 color transparencies, 14 spirit masters)

BOOKS

Bell, Irene Wood, and Wieckert, Jeanne E.
Basic Classroom Skills Through Games. Littleton: Libraries Unlimited, Inc., 1980.

Kuhlthaw, Carol Collier
Grade-by-Grade Activities Program; a Complete Sequential Skills Plan for Grades K-8. Englewood Cliffs: Center for Applied Research in Education, Inc., 1981.

Maloney, Mary Landis
Bookshelf Brainbusters: Children's Literature. Englewood Cliffs: Center for Applied Research in Education, Inc., 1977.

Mealy, Virginia
Library Skills: Activities and Games. Minneapolis: T. S. Denison and Company, 1981.

Toser, Marie A.
Library Manual; A Study-Work Manual of Lessons on the Use of Books and Libraries. New York: H. W. Wilson, 1964.

Walker, H. Thomas, and Montgomery, Paula Kay
Teaching Media Skills: An Instructional Program for Elementary and Middle School Students. Littleton: Libraries Unlimited, Inc., 1977.

Wieckert, Jeanne E., and Bell, Irene Wood
Media/Classroom Skills: Games for the Middle School, vol. 1. Littleton: Libraries Unlimited, Inc., 1981.

Wieckert, Jeanne E., and Bell, Irene Wood
Media/Classroom Skills: Games for the Middle School, vol. 2. Littleton: Libraries Unlimited, Inc., 1981.

BOOKLET

Reading Skills for the Library. Chicago: Follett Library Book Company, 1981. (Free)

KEY

PRE-AND-POST TEST

A. To the left of the question check each item that one might expect to find in a school library media center.

- ✓ 1. Card Catalog
- ____ 2. Kiln
- ✓ 3. Circulation Desk
- ✓ 4. Library Media Specialist
- ✓ 5. Encyclopedias and Dictionaries
- ____ 6. Microscopes
- ✓ 7. Recorders
- ✓ 8. Filmstrips
- ✓ 9. Radios
- ✓ 10. Carrels

B. Complete the following statements by placing the correct word/words in the blanks.

11. Books of information (factual) are called NONFICTION.
12. Books that are imaginary (not true) are called Fiction.
13. A book about a person's life is called a biography.
14. An autobiography is a book written by a person about his/her own life.
15. Reference books are meant to be referred to, not read all the way through.
16. The Card Catalog tells one where to find a book in the library media center.
17. The system for organizing books on the shelves is the Dewey Decimal Classification system.
18. Fiction books are arranged on the shelves in alphabetical order by the author's last name.

19. Nonfiction books are arranged on the shelves in numerical order.

20. Biographies are arranged on the shelves in alphabetical order by the subject's last name.

21. Books on the same subject are placed together on the shelves.

22. The three types of cards that may be found in the card catalog are (1) author (2) title (3) subject.

23. Cards are arranged in the card catalog in alphabetical order.

24. The Readers' Guide is an index to articles found in periodicals.

25. The Readers' Guide is arranged alphabetically by author, subject and sometimes title.

26. The Readers' Guide contains current or up-to-date information on subjects.

C. Using the card catalog complete the following activities.

27. Select the titles of three books that you may wish to read and place them in the blanks below.

Title 1. _____

_____

Title 2. _____

_____

Title 3. _____

_____

D. Arrange the following words in alphabetical order by placing the word from column B in the correct blank opposite column A. (The first one has been done for you).

COLUMN A		COLUMN B
Author	32.	A. Subscription
Citation	33.	B. Entry
Entry	34.	C. Author
Format	35.	D. Citation
Goals	36.	E. Outline
Legends	37.	F. Research
MOIS	38.	G. Résumé
Outline	39.	H. Format
Quotations	40.	I. MOIS
Realia	41.	J. Goals
Research	42.	K. See
Résumé	43.	L. See also
See	44.	M. Legends
See also	45.	N. Quotation
Subscription	46.	O. Transparencies
Transparencies	47.	P. Realia

28. The publishers of the three titles I selected are

Title 1._____

Title 2._____

Title 3._____

29. The call number for each of the selected titles is

Title 1._____

Title 2._____

Title 3._____

30. Select an author whose titles appeal to you and complete the following sentences.

a. The author I have selected is_____

_____

b. His/her name is found between Guide Cards _____

and_____.

c. The guide letters on the drawer in which I found his/her name are_____and_____.

31. Select one card from the card catalog and write the following information:

a. Author_____

b. Title_____

c. Call Number_____

d. Publisher_____

e. Copyright Date_____

f. Information that appeared on the first line of the card

_____

g. Type of card used_____

E. Books are made up of parts that serve specific functions. Identify the function of the following parts by placing the letters from column B in the correct blank opposite column A. (The first one has been done for you).

COLUMN A		COLUMN B
H 48.	Glossary	A. List of chapters or sections in a book
F 49.	Index	B. Year the book was published
F 50.	Bibliography	C. Main portion of the book
J 51.	Appendix	D. Page on which the author's name and name of the book may be found
D 52.	Title Page	E. An alphabetical list of topics included in the book
B 53.	Copyright Date	F. A list of additional books on the subject
G 54.	Preface	G. Introduction to a book
C 55.	Body	H. Definition of words used in the book
A 56.	Table of Contents	I. Drawings (pictures) in a book
		J. Additional material, usually found at the end of a book

F. Arrange the following numbers in the order that they would appear on the shelves by placing the number from column B in the correct blank opposite column A. (The first one has been done for you).

COLUMN A		COLUMN B
326	57.	A. 808.8
394	58.	B. 398.2
398.2	59.	C. 917.8
423	60.	D. 919.4
520	61.	E. 636
636	62.	F. 808
636.1	63.	G. 636.1
745.5	64.	H. 917.42
808	65.	I. 881
808.8	66.	J. 921
881	67.	K. 326
917.42	68.	L. 394
917.8	69.	M. 423
919.4	70.	N. 520
921	71.	O. 745.5

G. Complete the following statements by placing the correct word/words in the blank.

72. The Guide Words printed at the top of each page of a dictionary tell you the first and last words on the page.

73. One may use a dictionary to find word

a. Meaning (definition)

b. Spelling

c. Pronunciation

74. The Entry word is the word that is explained or defined.

75. Many words have more than one meaning. Decide the meaning of the underlined word in each of the following sentences. Circle the phrase which matches the meaning of the underlined word. (The first one has been done for you).

a. The telephone wire was the bluejay's favorite perch.

1. a fresh-water fish used as food
2. (something on which birds can rest)

b. I need help to mount the horse.

1. (to get up onto)
2. to put or fix in a setting or to display on a wall

c. I like jam better than jelly.

1. (a spread made by boiling fruit and sugar to a thick consistency)
2. to press into a tight position

d. It was Ron's turn at bat.

1. stout solid stick
2. (a turn at hitting)

e. Father asked for the check.

1. to make sure of the correctness
2. (a slip indicating the amount due)

76. Look up the following words in a dictionary and write their functional labels (parts of speech) on the line opposite the word. (The first one has been done for you).

a. harvest n., v.

b. organize _____

c. where _____

d. ahoy _____

e. through _____

f. taste _____

g. rapidly _____

h. vicinity _____

i. special _____

j. she _____

H. Using one set of encyclopedias, look up the following topics and indicate in the blank to the left the guide letters that appear on the volume that you used for each topic. Please write the title of the encyclopedias used. _____

_____

GUIDE LETTERS	TOPICS
_____	77. Burma
_____	78. Michigan
_____	79. Walt Disney
_____	80. Peru
_____	81. Ronald Reagan
_____	82. Animal husbandry
_____	83. Education
_____	84. Libraries
_____	85. Zeus
_____	86. Democracy

I. Various reference books are used to locate specific information. Identify the reference book that you would use by placing the letters from column B in the correct blank opposite column A. (The first one has been done for you).

COLUMN A	COLUMN B
E 87. Biographical Dictionary	A. What team won the 1980 World Series?
C 88. Index to Poetry	B. How many words have the same meaning as <u>false</u>?
F 89. Familiar Quotations	C. The name of a book that has the poem <u>Trees</u> in it.
B 90. Thesaurus	D. What is the current population of Scotland?
D 91. Atlas	E. When was Abraham Lincoln born?
A 92. World Almanac	F. Who said "I regret that I have but one life to give for my country"?

J. 93. List three general magazines to which this library media center subscribes. (Answers will vary).

a. _____

b. _____

c. _____

94. List two magazines in the library media center that you could use for a science assignment. (Answers will vary).

a. _____

b. _____

95. List two newspapers in your library media center that you would consult for news about Detroit. (Answers will vary).

a. _____

b. _____

K. Circle the word that correctly answers the following questions. (The first one has been done for you).

96. What type of equipment would you use for a cassette tape?

a. Radio

b. (Recorder)

c. Microfiche Reader

d. 16mm Film Projector

97. What type of equipment would you use for a filmstrip?

a. Radio

b. Recorder

c. (Filmstrip Projector)

d. Microfilm Reader

98. What type of equipment would you use for a film?

a. Radio

b. Cassette Player

c. (16mm Film Projector)

d. Television

99. What type of equipment would you use for a slide presentation?

a. Filmstrip Projector

b. Cassette Player

c. (Sound Slide Projector)

d. Microphone

100. What part of a film/filmstrip projector or camera should never be touched by your hands?

a. Electrical cord

b. (Lens)

c. "Start" button on the machine

d. Speakers